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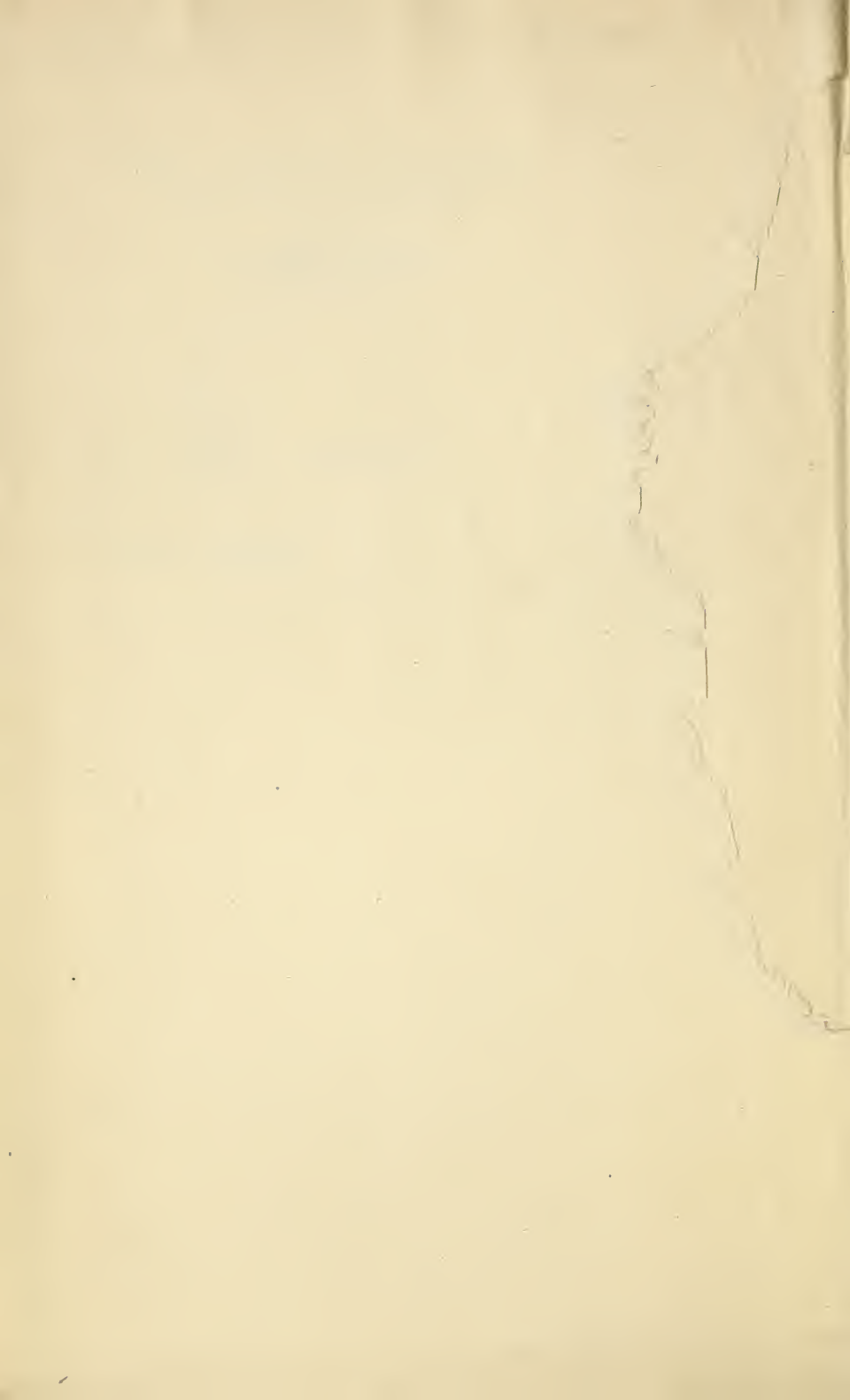
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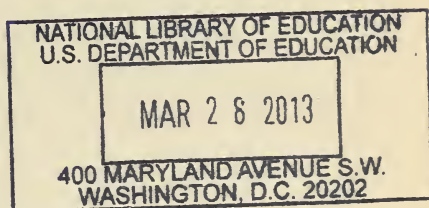
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REPORT

OF THE

COMMISSIONER OF EDUCATION

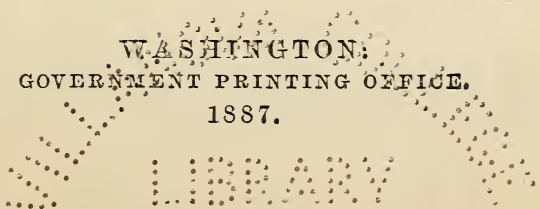
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R E P O R T .

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., June 15, 1887.

SIR: I have the honor to submit the Annual Report of this Office for the year ending June 30, 1886.

I was nominated by the President to the Senate on the 3d day of August, and confirmed August 5, 1886, both dates being after the year covered by this Report had expired.

I visited the Office immediately after my confirmation, and, after a necessary delay in order to arrange my private affairs at home, assumed personal charge of its work about the beginning of last October.

CORRESPONDENCE.

During the year 1885-'86, this Office received 8,522 letters, 50,771 printed communications, and 5,368 documents, books, and pamphlets; the communications sent out by the Office during the same time numbered 18,468 written and printed letters, 246,708 publications, and about 12,000 statistical forms of inquiry. All the statistical forms related to the year 1884-'85, and the result appears in the Report of this Office for that time.

PUBLICATIONS.

During the year 1885-'86 the Office distributed the following publications not heretofore mentioned.

Annual Report for 1883-'84.

Special report on American education in fine and industrial art;
Part I: Drawing in Public Schools.

Special report on outlines for a museum of anatomy, by Dr. R. W. Shufeldt, U. S. A.

Report on education in Alaska, by Dr. Sheldon Jackson.

Also the following circulars of information:

No. 3, 1885. A review of the reports of the British Royal Commissioners on technical instruction.

No. 4, 1885. Education in Japan.

No. 5, 1885. Physical training in American colleges and universities.

Besides the foregoing new publications, the following formerly reported documents were republished in 1885-'86, to supply renewed demands:

Circular No. 1, 1885. City-school systems in the United States.

Circular No. 6, 1884. Rural schools.

Bulletin on instruction in morals and civil government.

In addition to these, the Office had prepared and brought near to publication the following:

Special report on education at the New Orleans Exhibition; Part I: Catalogue of articles exhibited in the section of education; Part II: Proceedings of the International Congress of Educators; and Part III: Proceedings of the Department of Superintendence of the National Educational Association, etc.

Also two pamphlets, one on the study of music in public schools, and the other containing the proceedings of the Department of Superintendence of the National Educational Association for 1886.

The list of publications prepared during the year 1885-'86 certainly shows no lack of industry on the part of this Office; though it may be questioned whether the undertaking of labors so vast and various with a force so limited in number was entirely wise.

Upon the assumption of my new duties, I found that the Annual Report of the Office for the year 1884-'85 was not complete, and that nothing had been done to prepare for the present Report. After a careful study of the situation I determined to urge the completion of the first-named document and other unfinished work then in the Office, and afterwards to concentrate all efforts as much as possible upon the preparation of the present volume, so that the delay in issuing it might be less than that in the case of previous issues, and that subsequent Reports might be more promptly prepared.

Work upon the Report for 1884-'85 was not completed until the month of December, 1886, when preparatory work on the present Report began.

OFFICE LIBRARY.

The library of the Office, according to the Report of 1884-'85, contained 17,500 books and 45,000 pamphlets. There are now on the shelves more than 18,000 volumes and over 50,000 pamphlets, besides duplicates.

The collection contains many pedagogical works, and forms a professional library of great value.

The preservation and cataloguing of this collection should be, as they have been, objects of constant attention, but the small amount of appropriation made for its benefit, and the limited force of the Office have not allowed as much to be done in this direction as is desirable. Of late years much attention has been given in this country to library organization and management, but educational libraries have not received the attention that their importance demands. I wish to emphasize the value of this library as an educational agency.

PLAN AND SCOPE OF THE PRESENT REPORT.

Past experience had proved that the scheme of the Annual Reports, as established in the practice of the Office for fifteen years, could not be combined with prompt preparation and early printing of the document. The task which the devoted and experienced organizer of these Reports had found so increasingly difficult of execution, appeared to me to be yet more difficult when his guiding and informing care was no longer available. A revision of the plan upon which the future Annual Reports of the Office should be made became, therefore, imperative.

I need hardly say that it was my earnest wish to preserve, as far as practicable, the spirit and essence of the labor, even if changes in its form became desirable.

I felt deeply responsible to the great body of American educationists with whom the Office held and holds such intimate professional relations, and tried to keep in view the objects in which they took an interest or about which they desired information. At the same time a due regard for the economical and ready presentation of facts made it possible to avoid repetitions, to omit unimportant items, to consolidate related but hitherto separated facts, and to unite the discussion of statistical conditions with the tabular statements wherein they appear. By these means space has been saved. This fact has permitted the fuller discussion and presentation of special topics whenever such a course seemed advisable. Perhaps a short description of the first appendix in this volume will explain the foregoing remarks more effectually than any other form of statement.

The appendix in question presents statistical tables respecting the public-school systems of the States, organized Territories, and the District of Columbia, with illustrative text, wherein various points and topics are discussed and explained. The substance of these tables is in most parts similar to that shown in Table I of former Reports issued by this Office; but now an attempt has been made to apply some simple but useful statistical rules and methods for the purpose of supplementing and displaying the facts that are to be considered in order to facilitate comparison of one State with another, and of this country with other nations.

Then follows a résumé of the general condition of public schools in the several States and Territories, drawn chiefly from the printed reports kindly supplied by the superintendents thereof. The appendix concludes with a somewhat elaborate abstract of the public-school laws of each State and Territory, based on the latest editions and amendments obtainable.

The other appendixes in this volume are made upon the same plan, so that the facts, summaries, and discussions respecting any form of institution, or any grade of instruction, may be examined in connection with each other and studied together.

The general order of facts and topics, as presented in previous Reports, has been little disturbed, so that the comparison of facts for the year with those of previous years will present little difficulty to the student of American education.

The reference to foot-notes, which state the authority for the facts and opinions recited, has been made much more complete and minute than in former Reports. By this means it is hoped that statements made can be more easily verified or corrected, and that an effectual check upon careless or inefficient work may be supplied. An examination of these references will serve to give the ordinary reader a partial idea of the very numerous sources of information which the employés of this Office must consult in their ordinary work, and of the great labor necessary if anything like correctness of statement and catholicity of result is to be attained.

The foregoing remarks have seemed to me necessary to the understanding of the methods adopted or continued by me in the performance of the duties laid upon this Office by the law establishing it.

I do not propose to discuss many topics in this Report, preferring to refer whenever necessary to the appendixes, where most of the facts have been recorded and discussed. A few remarks upon salient points are here introduced.

GENERAL VIEW OF EDUCATION IN THE UNITED STATES.

In addition to the State and Territorial systems of public schools, to which more particular reference is made hereafter, this Office has for many years made statistical inquiries in many directions. Attention is respectfully invited to the following comparative statement respecting some of the results of these efforts, as they appear in the Report for 1884-'85 and in the present volume. In the first-named document 276 cities, with a population exceeding 11,000,000, were reported as in correspondence with this Office. In the volume last mentioned 471 cities, with a population of about 12,130,000, were similarly reached. The other items in the following summary relate to schools of various kinds, chiefly separate from the public schools of States or cities, and include the number of such schools, as well as of their teachers and pupils:

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

	1884-'85.			1885-'86.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools .....	.....	35,683	1,941,133	.....	42,283	2,185,418
Normal schools.....	263	2,076	55,135	153	1,394	40,325
Commercial and business colleges.....	232	1,099	43,706	239	1,040	47,176
Kindergartens.....	415	905	18,832	417	945	21,640
Institutions for secondary instruction.....	1,617	8,186	160,137	1,440	7,566	151,050
Preparatory schools.....	179	1,218	17,605	197	1,434	21,031
Institutions for the superior instruction of women.....	227	2,862	28,868	204	2,123	27,143
Universities and colleges.....	365	4,836	63,728	345	4,720	67,642
Schools of science.....	105	1,282	17,086	90	974	10,532
Schools of theology.....	152	793	5,775	142	803	6,344
Schools of law.....	49	285	2,744	49	283	3,054
Schools of medicine, of dentistry, and of pharmacy.....	152	2,514	13,921	175	2,829	16,407
Training schools for nurses.....	34	153	793	29	139	837
Institutions for the deaf and dumb.....	64	516	7,295	61	596	7,411
Institutions for the blind.....	32	663	2,377	29	623	2,412
Schools for feeble-minded children.....	17	422	3,010	16	636	2,942
Reform schools.....	.....	.....	.....	43	877	9,213
Industrial and manual-training schools.....	.....	.....	.....	63	582	13,300

PUBLIC-SCHOOL SYSTEMS OF STATES AND TERRITORIES.

The total expenditure of public moneys for educational purposes by the States and Territories during the year 1885-'86 reached the sum of \$111,304,927. This exceeded the expenditure of the previous year by \$920,270. The expenditure per capita of average attendance was \$15.29, of which \$13.14 was for current purposes.*

For each 100 persons six to fourteen years of age, there were 105 enrolled in the public schools, of whom 67, or 64.6 per cent., were in average daily attendance. This percentage of attendance has increased from 48.6 since 1876, an increase which presents in a most tangible form the improvement which has taken place in regularity of school attendance during the last ten years.

For the statistics in detail of the public schools of the country, I refer to Appendix I of this Report. I would call special attention to the comparative table of the statistics of State systems of public schools (Table 8), in which are given in a systematic form many of the results which may be deduced by computation from the returns furnished by State superintendents. The relative status of education in the different States can be determined by the simple inspection of this table, thus rendering it of more practical service than the tables of absolute quantities.

* The expenditure for private schools and institutions of learning undoubtedly forms a considerable proportion of the money expended by the people for educational purposes; but unfortunately the amount cannot be determined by this Office, even approximately.

In Table 9 is given a summary of Table 8 by geographical divisions, and also a general summary for the United States. These summaries enable one to see at a glance the principal features of the educational systems of the different sections of the country brought into juxtaposition with each other, thus furnishing material for the study and discussion of educational questions in a more complete and general form than has been before attempted by this Office. Care has been taken in working up these summaries to obtain the most accurate results which the imperfect data at the disposal of the Office permitted. It is my intention to have this mode of treatment of the returns received from the correspondents of the Office continued and extended from year to year, thereby furnishing to future educators and statisticians a ready means of tracing, so far as it can be done by statistics, the growth of education throughout the country.

THE PEABODY AND SLATER FUNDS.

Some account of the sums disbursed by the agencies established by the late George Peabody will be found in Appendix VIII, page 651.

The results of the work undertaken by the trustees of the John F. Slater Fund, and other information relating to the education of the colored race, are given in the same appendix, pages 650-654.

SECONDARY EDUCATION.

The condition of secondary instruction, its true province, its appropriate purposes, and the means by which these may be best accomplished, are at this time among the most prominent topics of inquiry and discussion in countries that take the lead in education.

Material collected during the last fifteen years enables this Office to present in systematic order the provision made for this grade of instruction by private schools, seminaries, and academies. It is, however, impossible to set forth the ideal of secondary instruction which exists among us, to show how far this ideal corresponds with that of other countries, or how much the secondary schools of the United States are contributing, or are prepared to contribute, to the solution of problems relating to this grade of instruction, without a fuller presentation of the public high schools of the country than has heretofore been attempted. Special efforts will be made for securing this additional information for use in the next Report. In this effort I hope to have the hearty co-operation of the school officers and teachers engaged in this particular department of public-school work.

THE STATUS OF SUPERIOR INSTRUCTION.

Seldom in the history of the United States have superior institutions of learning occupied so large a share of public attention or given signs of such vigorous and fruitful life as at the present time. In the cate-

gory specified must be included not only the classical colleges and professional schools, but also schools of science, "pure and applied," which have greatly increased the provision for superior instruction, extended its province, and borne an important part in the adjustment of its processes to the demands arising from the extraordinary increase of scientific knowledge and its applications to the leading industries of modern times.

A careful analysis of the work of individual colleges and universities, as set forth in their catalogues and in answers to special inquiries sent out by this Office, shows a gradation of functions not unlike that represented by the gymnasia, real schools, and universities of Germany, or by the great public schools, universities, and professional schools of England.

The union of professional schools or departments with colleges of arts and science is a characteristic feature of the organization of superior institutions in the United States. This relation operates, in some measure at least, to check the tendency of students to rush into professional training without the previous preparation of disciplinary study and liberal culture.

The theological profession exerts the largest influence in favor of thorough scholarship. The lack of this influence in the other professions is deplored by their ablest representatives, who are in hearty sympathy with the efforts made by the presidents and faculties of universities to raise the standard of professional training. The chief obstacle to the success of these efforts appears to be the length of time and the increased expense to the student involved in the more extended course. This difficulty, as repeatedly observed by the presidents of colleges and of professional schools, would be measurably overcome by endowments for the latter, which would make them less dependent upon tuition fees, and by adaptations of the undergraduate or graduate curriculum. The possibility of such adaptation is discussed by President Eliot, of Harvard University, in his report for the current year, as quoted in Appendix VI, page 471.

Efforts directed to the elevation of law and medicine are not, however, likely to effect any very decided improvement in these professions, unless the laws regulating admission to practice operate to the same end. As regards medicine, the present status of these laws is set forth in Appendix VI, pages 561-569.

Provision for special lines of study bearing upon the requirements for a high order of medical and legal service is a feature of university development in the United States.

Of equal importance, as touching one of the vital interests of national life, are the chairs of didactics, or pedagogics, whose influence is gradually but surely penetrating to every grade of instruction, imparting clearer conceptions of educational principles, inducing freer and sounder methods of instruction, and raising the ideal of popular education.

Among other lines of special study and investigation fostered by the universities and promising results of immediate practical value, are those relating to the English language and to the history of our own people. To the last mentioned belongs the early history of educational institutions, a line of research which may very properly be encouraged by this Office.

ATTENDANCE ON COLLEGE AND UNIVERSITY COURSES.

While provision for liberal culture and for a high order of professional and special training is increasing among us, and our leading colleges and universities are attracting the attention of foreign educationists and writers, by reason both of their material resources and their scholastic excellence, the opinion is gaining ground among us that the number of young men who avail themselves of this provision is relatively smaller than at an earlier period of our history.

The material collected by this Office during the last fifteen years is undoubtedly sufficient, if properly analyzed, to throw much light upon this matter. In order, however, that definite conclusions should be reached, more time must be given to the investigation than is afforded in a single year, and in the case of many colleges special inquiries instituted. The results of some preliminary studies in this direction are given in Appendix VI, page 468.

At this early stage of the inquiry the inference seems to be justified that the number of students pursuing the branches which were comprised in the old uniform college curriculum has relatively declined, but that this loss is more than compensated by the attendance upon advanced scientific and special courses.

MANUAL AND TECHNICAL INSTRUCTION.

Interest in the subject of "manual training" has shown no abatement during the year under review. Although few new experiments in this direction have been reported, distinct progress in respect to the general understanding of the subject is noticeable. This progress appears chiefly in the clearer recognition of the relation that manual training bears to general development, or, in other words, in the clearer recognition of its educational function. Physiologists have long been telling us that muscular exercise invigorates the brain; in addition to this important result which the exercise of the hand shares with all other bodily exercise, the advocates of manual training have urged its effects in quickening observation, in increasing the range and acuteness of the perceptive faculties, and in establishing an "intimate familiarity between the mind and things." This broad conception is gradually replacing that narrower view in which manual training is regarded merely as a means of promoting industrial aptitude, or of affording preparation for specific arts. In a number of cities public opinion seems to be prepared to give practical effect to the idea forcibly expressed by Dr.

J. D. Runkle, of the Massachusetts Institute of Technology, that "to give hand instruction its full educational value it should be incorporated into the school course and pursued systematically in connection with cognate studies."

The advance in public opinion here noted is due to several causes. Among them must be included the influence of manual-training schools or courses co-ordinated to public grammar and high schools, as in Baltimore and Boston, or created by private endowment, as in St. Louis and Chicago. While the main purpose of these schools is professedly educational, they do undoubtedly promote among their pupils a disposition toward mechanical pursuits, and shorten by their training the period of apprenticeship for such of their pupils as eventually apply themselves to particular trades. Thus manual-training schools of the class referred to contribute somewhat toward the solution of the great industrial problems of the day.

As regards provision for training skilled workmen for the various trades involving the application of science and design, little has been accomplished in the United States. The demand for such provision has, however, sensibly increased during the year, and the public discussion of this requirement has led to a clearer understanding of the province of existing technical schools, and of the direction in which future efforts are most urgently required.

In the larger cities private individuals and associations are doing much to provide industrial training for the children who can only thus be kept from the ranks of the vagrant and vicious. The Industrial Education Association of New York is perhaps the most conspicuous example of organized effort for this particular purpose.

Every year affords new evidence of the wisdom of the Congressional act of 1862, under which "colleges of agriculture and the mechanic arts" have been established in the several States of the Union. Very few of these colleges have, indeed, as yet realized the whole purpose of their foundation. In some sections of the country their practical work has been confined to the agricultural department, in others to the department of mechanic arts, while in a few instances the practical work has been sacrificed to the literary and theoretic. In the main, however, these partial developments are due to accidents of time or place, and present no obstacle to fuller development in the future. On the whole, these colleges have proved to be efficient instrumentalities for the practical education of the people, and their experience throws much light upon the kind of education demanded by the classes engaged in agricultural and mechanical pursuits and the means by which the demand may best be met. New laboratories, the erection and equipment of machine shops, and the extension and improvement of experimental farms and stations are general features of these colleges for the current year. This group of colleges, together with the scientific schools not endowed by the land grant of 1862, afford large provision for a

high order of technical and scientific training throughout the country. The extent to which the South is participating in the general movement for manual and industrial trainingshould not be overlooked. The colleges of agriculture and the mechanic arts in Alabama, Arkansas, and Mississippi have materially increased their equipment for practical work during the year; the Legislature of Georgia has appropriated \$65,000 for the building and furnishing of a technological school; the Tuskegee Normal School, Alabama, is developing a work for the colored people of that State which embodies the best features of the Hampton Institute; and Tulane University has thrown its powerful influence on the side of a full, rounded, symmetrical education in which manual training is a recognized feature. In connection with the work in the South particular interest attaches to provision for manual and technical training in the cities of Washington and Baltimore.

Successful experiments have been made during the year in the introduction of manual training into the public schools of Washington; the Baltimore Manual-Training School reports progress for the year, and the city has continued to be a special centre of interest for those who are watching the development of technical instruction in the United States through the action of the Baltimore and Ohio Railroad Company in establishing a technological school in the interests of their service. The investigations made in preparation for this enterprise, and the exceedingly valuable and comprehensive report* in which the results have been embodied, throw great light on the whole subject of technical instruction, and cannot fail to exercise a stimulating influence on similar enterprises throughout the country, and more particularly in that section to which Baltimore belongs geographically.

REPORT ON EDUCATION IN FINE AND INDUSTRIAL ART.

Part I of this report, on "drawing in public schools," was finally made ready for the press, and the volume printed during the spring of 1886. It being a Senate document, only a small edition of 250 copies was obtained, by kindness of the Department, for distribution by this Office. An additional number was ordered by Congress, however, of which 2,000 copies were allotted to this Office for distribution.

Work on Part II has progressed to such an extent as to warrant the expectation that it will be ready for the printer during the year 1887.

REPORT ON INDIAN CIVILIZATION AND EDUCATION.

Ever since the Centennial Exhibition, when the Department made an instructive and suggestive display of articles illustrating progress in adapting the native Indians of the United States to the conditions of civilized life and thought, this Office has collected material, printed and written, upon this subject.

* Service Report on Technical Education, with special reference to the Baltimore and Ohio Railroad service, by Dr. W. T. Barnard.

Another collection of articles, even more interesting and suggestive, was displayed in 1885 at the New Orleans Exhibition by the Indian Office, under the direction of Miss Alice C. Fletcher. This collection excited so much interest in Indian progress and civilization that the Senate in February, 1885, ordered the material bearing upon the subject in the possession of the Bureau to be printed. Miss Fletcher was assigned by my predecessor, the Hon. John Eaton, to the task of enlarging and preparing this material for the press, and has made such progress that it is my expectation that the work will be ready for the printer in a very short time.*

EDUCATION IN ALASKA.

When I took charge of this Office I found that Dr. Sheldon Jackson, general agent of education for the Territory of Alaska, had just departed upon a tour of inspection. For information as to the condition of things before his departure, I beg to refer to the report made by him to you for transmission to Congress. If later information is received while this Report is going through the press, it will be inserted in an appendix.†

ESTIMATES AND RECOMMENDATIONS.

In my letter of October 20, 1886, submitting estimates of the Bureau of Education for 1887-'88, I used the following language :

It will be seen that I have asked for appropriations amounting to \$70,095, which is in excess of the appropriations for 1886-'87 by \$2,500.

This amount is made up of \$200 to the increase of the salary of the chief clerk, \$500 additional to the library, and the salary of a librarian, or clerk of class four, \$1,800. The sum of \$500 is a very small addition to the allowance for the purchase of such books as should be placed upon the shelves of the library. So many new publications are being issued, that it is absolutely necessary to make a selection from them and to keep our library well supplied with the leading works upon subjects appertaining to the work of the Bureau.

The salary of the chief clerk should be made equal to the salary of the same officers in the other Bureaus of the several Departments.

The library, now numbering nearly twenty thousand volumes of valuable works, on nearly every subject pertaining to education and the philosophy of teaching, should be well equipped, with a librarian skilled in the newest and best methods of arrangement and classification. His services in these departments of his work would not only be invaluable, but his familiarity with the subjects treated in the books of the library would be of untold convenience, and make the library a most valuable adjunct of the Bureau. * * * For these reasons I have asked for an appropriation of \$1,800 for a librarian, and trust that it will be granted.

The tendency is to increase in the work committed to the Bureau of Education. The statistical branch of the office is daily subjected to additional burdens in the shape of State, city, school, college, and university reports from the United States, and from many foreign countries. The statistics from all these ever-increasing sources are to be collected, tabulated, put in form, and finally given a local habitation in the Annual Report. The labor is twofold what it was in former years, and all indications point to a large and continuing increase in its operations. If it be decided that the

* Since the date of this Report, Miss Fletcher has completed her work, and the manuscript has been sent to the Public Printer.

† See Appendix XI, p. 750, *infra*.

Bureau is to be kept within its present limits of investigation, in spite of the many new subjects now occupying the attention of educationists, the present force of the Office can be made to do the work as now done; but if the Office is to comprehend these topics in its range of inquiry, to treat them as the advance in the methods of statistical science requires, and as the expectations of its intelligent correspondents hope for, some addition to the force will have to be made.

If the present force cannot be increased according to the views and purposes of the administration, I shall most cheerfully conform to its policy, and endeavor with the means at hand to produce the best attainable results.

Accompanying the foregoing letter I submitted the revised estimates therein mentioned. The following tabular statement compares the items of that estimate with the corresponding items of the appropriations made for the fiscal years 1886-'87 and 1887-'88, respectively:

Object.	Appropriation, fiscal year 1886-'87.	Estimate, fiscal year 1887-'88.	Appropriation, fiscal year 1887-'88.
Salaries of the—			
Commissioner.....	\$3,000	\$3,000	\$3,000
Collector and compiler of statistics	2,400	2,400	2,400
Chief clerk.....	1,800	2,000	1,800
Statistician	1,800	1,800	1,800
2 clerks of class 4	3,600	3,600	3,600
Librarian		1,800	
Translator	1,600	1,600	1,600
2 clerks of class 3	3,200	3,200	3,200
4 clerks of class 2	5,600	5,600	5,600
6 clerks of class 1	7,200	7,200	7,200
2 clerks at \$1,000	2,000	2,000	2,000
7 copyists at \$900	6,300	6,300	6,300
2 copyists at \$800	1,600	1,600	1,600
Copyist at \$720	720	720	720
Assistant messenger	720	720	720
Skilled laborer	840	840	840
2 laborers at \$660	1,320	1,320	1,320
2 laborers at \$480	960	960	960
Laborer at \$400	400	400	400
Laborer at \$360	360	360	360
	45,420	47,420	45,420
Library of the Office	1,175	1,675	1,000
Collecting statistics.....	3,000	3,000	2,000
Distributing documents, &c.....	3,000	3,000	2,500
Education in Alaska	15,000	25,000	25,000

ACKNOWLEDGMENTS.

To the labors of my predecessor, the Honorable John Eaton, for more than sixteen years the Commissioner of this Bureau, I am much indebted. The records and reports of this Office attest the efficiency of his work in the cause of Education. Whatever of good it has accomplished is attributable, in great measure, to his energy, zeal, and self-devotion.

In the preparation of this volume I am under repeated obligations to the many thousand correspondents of the Office, who have supplied the sources from which its contents have largely been derived.

I am also indebted to the trained and laborious corps of employés in this Office for steady work and intelligent co-operation in the preparation of this volume, and for useful help in other directions. I desire to express my special sense of obligation to Dr. Charles Warren, statistician; to Miss Annie Tolman Smith, translator; and to Mr. Henderson Presnell and Mr. Frederick E. Upton, clerks of this Bureau.

My indebtedness to yourself and to the officers of the Department is manifold. The Public Printer and his principal assistants have given help whenever needed, and without stint or delay.

I am, sir, very respectfully, your obedient servant,

N. H. R. DAWSON,
Commissioner.

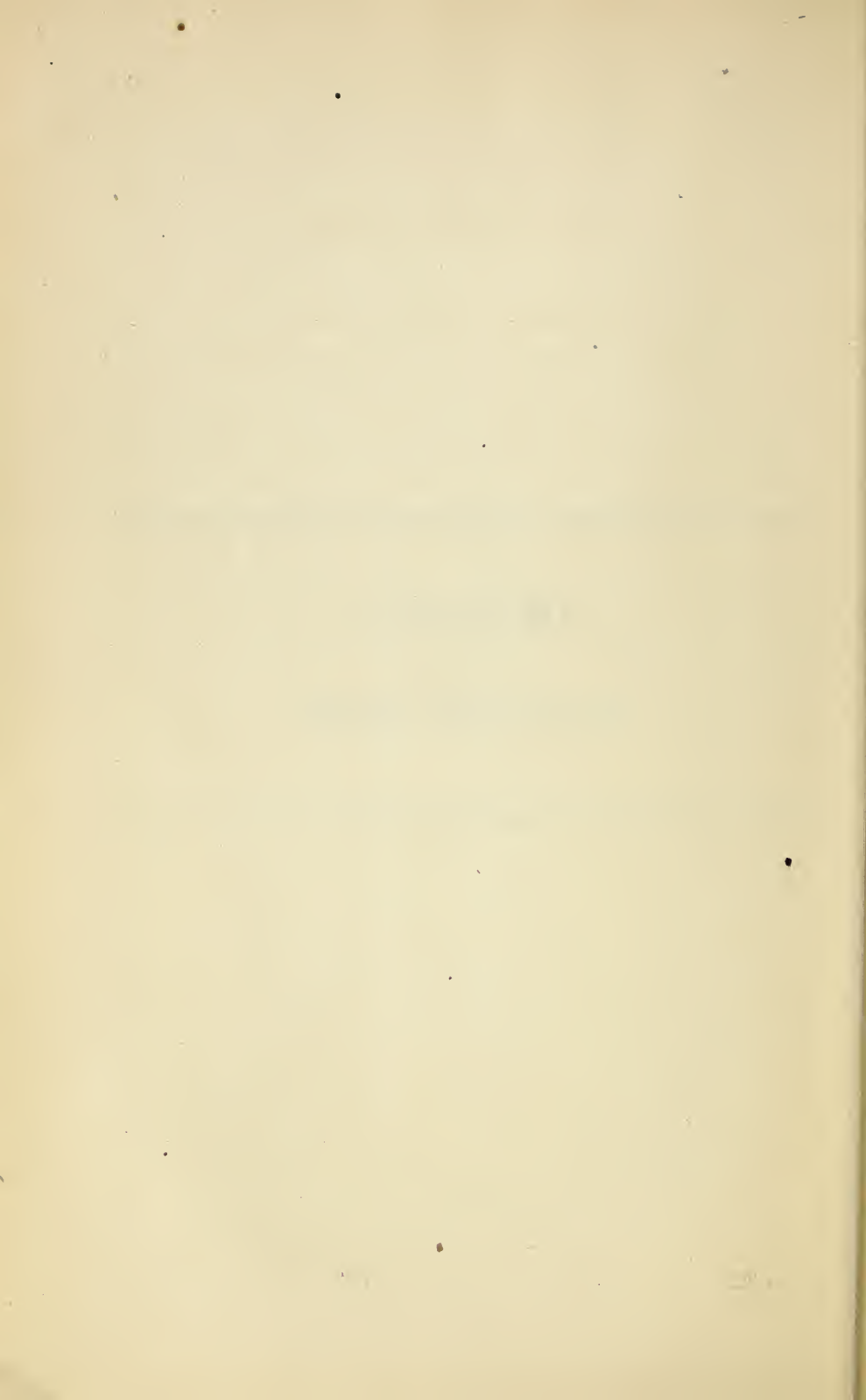
The Hon. L. Q. C. LAMAR,
Secretary of the Interior.



APPENDIXES.

APPENDIX I.

STATE SCHOOL SYSTEMS.



STATE SCHOOL SYSTEMS.

STATISTICAL TABLES FOR 1885-86.

TABLE 1.—*School year, population, and school population.*

State or Territory.	Report for the year—	School year begins—	Population. ^a		School age.	Population between these ages.	Increase or decrease.
			Total.	6-14 years.			
							<i>Per cent.</i>
Alabama	1885-86	Oct. 1	1,467,384	326,775	7-21	450,968	I...7.27
Arkansas	1885-86	July 1	935,058	212,046	6-21	358,006	I...5.76
California	1885-86	July 1	1,001,203	158,727	5-17	259,973	I...3.54
Colorado	1885-86	Sept. 1	243,910	30,185	6-21	657,955	I...8.47
Connecticut	1885-85	Sept. 1	670,807	104,608	4-16	152,166	I...0.72
Delaware	1883-84	...	158,768	28,966	6-21	440,569	I...5.55
Florida	1885-86	Oct. 1	338,406	75,095	6-21	123,526	.....
Georgia	1886	Jan. 1	1,694,809	376,265	6-18	4508,722	.....
Illinois	1885-86	July 1	3,280,204	644,970	6-21	51,077,302	I...2.90
Indiana	1885-86	Sept. 1	2,061,008	415,625	6-21	740,949	I...2.50
Iowa	1883-84	Mar. 1	1,766,239	346,436	5-21	623,151	I...3.04
Kansas	1885-86	Aug. 1	1,234,809	259,066	5-21	497,785	I...7.96
Kentucky	1882-83	...	1,801,831	300,268	6-20	531,322	I...1.66
Louisiana	1886	Jan. 1	1,008,951	218,605	6-18	311,425	.....
Maine	1885-86	Apr. 1	647,319	102,697	4-21	212,782	D...0.51
Maryland	1885-86	Aug. 1	1,009,798	192,847	6-21	341,497	.....
Massachusetts	1885-86	Sept. 1	1,942,141	285,778	5-15	348,903	I...1.43
Michigan	1885-86	Sept. 7	1,912,181	337,390	5-20	6595,752	.....
Minnesota	1885-86	Aug. 1	1,117,798	203,145	5-21	387,402	I...7.80
Mississippi	1885-86	Oct. 1	1,237,453	282,999	5-21	450,000	I...1.32
Missouri	1885-86	July 1	2,433,747	512,485	6-20	812,425	I...0.58
Nebraska	1885-86	July 1	740,645	140,601	5-21	252,066	I...8.94
Nevada	1885-86	Sept. 1	59,388	7,090	6-18	9,320	D...2.92
New Hampshire	1885-86	Apr. 1	362,292	50,814	5-15	83,023	.....
New Jersey	1884-85	July 1	1,273,035	225,960	5-18	306,317	I...2.83
New York	1885-86	Aug. 1	5,330,491	878,322	5-21	1,735,073	I...0.81
North Carolina	1885-86	Dec. 1	1,525,341	328,989	6-21	6530,127	I...2.85
Ohio	1885-86	Sept. 1	3,348,589	638,922	6-21	1,101,353	I...0.53
Oregon	1885-86	Mar. 1	234,582	43,156	6-20	82,860	I...3.55
Pennsylvania	1885-86	June 1	4,722,954	891,065	6-21	1,568,525	.....
Rhode Island	1885-86	May 1	304,284	46,186	6-15	63,735	I...5.96
South Carolina	1885-86	Sept. 1	1,085,789	241,601	6-18	.....	.....
Tennessee	1885-86	July 1	1,723,996	383,638	6-21	623,450	I...2.78
Texas	1885-86	Sept. 1	2,027,895	446,482	8-16	4331,474	.....
Vermont	1885-86	Apr. 1	333,155	54,474	5-20	99,724	.....
Virginia	1885-85	Aug. 1	1,669,783	357,322	5-21	610,271	.....
West Virginia	1885-86	July 1	692,726	153,266	6-21	242,752	I...2.83
Wisconsin	1885-86	July 1	1,563,423	305,562	4-20	544,976	.....
Alaska	1885-86	July 1	35,060	.....	.....	.....	D...0.01
Arizona	1885-86	July 1	76,892	9,631	6-18	10,219	.....
Dakota	1885-86	July 1	415,610	68,004	7-20	87,563	.....
District of Columbia	1885-86	Sept. 1	203,459	35,288	6-17	56,919	.....
Idaho	1885-86	July 1	55,095	8,279	5-21	15,390	.....
Montana	1885-86	Sept. 1	93,029	10,607	4-21	20,193	I...2.02
New Mexico	1880	...	131,985	25,778	7-18	429,255	.....
Utah	1885-86	July 1	179,238	38,579	6-18	50,638	I...10.3
Washington	1885-86	July 1	104,732	18,587	6-21	440,000	I...3.10
Wyoming	1880	...	31,391	3,702	7-21	44,112	.....
Total			56,334,711	10,928,943			

^a See "Population," p. 22.

^b In 1834-'85.

^c Approximately; not including colored children in Wilmington.

^d In 1882.

^e Inclusive.

^f No returns from two counties.

^g Age for distribution of school funds.

^h Returns from about 7-8 of the State.

ⁱ U. S. Census of 1880.

^j Estimated.

From Table 1, it appears that the population of the United States 6-14 years of age is 10,928,943, which may be regarded as fairly representing the elementary school demand. As this is the first year for which the population between these ages has been computed the increase as compared with any previous year cannot be indicated.

The population of legal school age is given for all the States and for ten Territories, either for the current year 1885-'86 or some previous one. This shows an increase, as compared with the preceding year, in 24 States and 3 Territories, and decrease in 2 States and 1 Territory. Data is wanting for determining the nature of the change in the remaining States and Territories.

The periods of legal school age remain the same as for the previous year, excepting in South Carolina, where there has been an extension of two years, and in Washington Territory, where there has been a diminution of two years.

The statistics of population 6 to 14 years of age, and of total population, afford the means of estimating the extent of the school demand in each State, and its comparative relation to the adult portion of the population, upon whom the obligation of meeting the demand rests. The computations have not been carried into this particular, but a few contrasts which excite attention upon a very cursory examination of the columns are suggestive. For instance, it can hardly escape notice that the ratio of the population 6-14 years to the total population in the States of the Southern Central Division is much greater than the corresponding ratio in the States of the North Atlantic Division, the ratio of the former group ranging in fact from 21 to 23 per cent., and that of the latter from 15 to 17 per cent. Moreover, the rate of increase in the legal school population is higher in the Southern Central than in the North Atlantic Division. In other words, the former States have a greater and a more rapidly increasing school burden than the latter.

TABLE 2.—Enrolment, attendance, duration of schools, and sittings.

State or Territory. <i>a</i>	Enrolment excluding duplicates.	Increase or decrease.	Average daily attendance.	Increase or decrease.	Average duration of schools in days.	Increase or decrease.	Whole attendance in days.	Total number of sittings.
		<i>Per cent.</i>		<i>Per cent.</i>				
Alabama	252, 892	I...8.15	152, 776	I...5.67	80.25	I...6.85		
Arkansas	175, 935	I...6.78	692, 000					
California	189, 220	I...2.83	125, 718	I...8.35				
Colorado	40, 690	I...4.61	26, 428	I...6.76	{ c172 d106			42, 864
Connecticut	125, 539	D...0.14	79, 384		179.74	I...0.56		128, 350
Delaware	31, 263		621, 447	I...2.02	c157.4			
Florida	60, 767		33, 024		141	I...46.		
Georgia	319, 724	I...3.27	226, 407	I...8.23				
Illinois	743, 345	I...0.61	508, 798	I...2.70	153	I...1.	77, 031, 056	
Indiana	506, 126	I...0.31	346, 575		129	I...3.		
Iowa	472, 966		284, 498		144	I...2.		
Kansas	365, 239	I...8.85	219, 908	I...13.21				
Kentucky	282, 514		178, 672		102			
Louisiana	103, 416	I...3.48	73, 091	I...3.90	126			
Maine	145, 317	I...0.13	102, 513	I...3.29	104	D...2.		
Maryland	174, 980	I...0.80	94, 532	I...1.72	191	D...7.		
Massachusetts	349, 617	I...2.91	260, 088	I...2.41	172	D...12.		
Michigan	416, 751	I...1.16	6250, 000		144	I...2.17		
Minnesota	233, 721	I...0.42	118, 697		116			
Mississippi	304, 380		185, 385		{ e152 f 78	D...28. D...0.5		
Missouri	568, 952	I...4.55	374, 309	I...0.64	102	D...5.	45, 074, 012	610, 269
Nebraska	180, 059	I...1.12	g107, 945					
Nevada	7, 897	I...3.50	5, 369					
New Hampshire	64, 219	I...0.88	44, 769	D...87	101.85	I...2.10		
New Jersey	292, 317	I...2.55	132, 017	I...7.99	192			
New York	1, 027, 767	I...0.28	625, 813	I...2.42	178.5	D...0.5	113, 928, 650	
North Carolina	305, 598	I...2.40	185, 706	I...0.06	60			
Ohio	775, 149	I...0.06	517, 844	I...0.05	161	I...4.		
Oregon	49, 176	I...6.65	35, 245	I...1.36	101	I...6.		
Pennsylvania	989, 429	I...0.74	665, 312	I...1.24	143	D...12.93		
Rhode Island	447, 882	D...0.22	33, 023	I...4.03	190	I...4.		
South Carolina	183, 966	I...3.33	128, 696	I...3.77	70	D...10.		
Tennessee	383, 507	I...2.58	278, 276		80	I...2.		
Texas	261, 021		126, 429					
Vermont	71, 667	I...0.01	46, 625	D...5.16	139	I...10.	6, 351, 129	
Virginia	308, 296	I...1.63	172, 351	D...2.38	118	D...0.4		
West Virginia	172, 257	I...0.42	103, 893	D...5.06				

a See Table 1, p. 5, for year of report.

b Estimated.

c For graded schools.

d For ungraded schools.

e In city schools.

f In country schools.

g In 1884-'85.

h In addition to day pupils, 3,424 attended evening schools.

i Several large counties failed to give this item.

j Returns imperfect.

TABLE 2.—Enrolment, attendance, duration of schools, and sittings—Continued.

State or Territory. <i>a</i>	Enrolment excluding duplicates.	Increase or decrease.	Average daily attendance	Increase or decrease.	Average duration of schools in days.	Increase or decrease.	Whole attendance in days.	Total number of sittings.
Wisconsin	332,327	<i>Per cent.</i> I...3.29	177,004	<i>Per cent.</i> I...1.23	175.6	I...5.6	31,081,909	.....
Alaska .....	.....	.....	322	.....	200	.....	.....	.....
Arizona	6,076	I...6.59	64,232	.....	.....	.....	.....	.....
Dakota	682,866	I...19.96	54,962	.....	110	I...11.	.....	110,111
District of Columbia	32,336	I...12.83	24,021	I...3.11	189	.....	.....	.....
Idaho	11,000	I...9.59	48,000	.....	97	.....	.....	.....
Montana	14,388	I...16.90	64,465	.....	114	I...12.	.....	.....
New Mexico	74,755	.....	73,150	.....	.....	.....	.....	.....
Utah	31,583	I...0.53	19,437	I...4.06	125	I...20.	.....	.....
Washington	28,000	I...6.07	617,504	.....	90	D.22.	.....	.....
Wyoming	72,907	.....	1,920	.....	.....	.....	.....	.....
Total ...	11,435,297	.....	7,279,616	.....	.....	.....	.....	.....

a See Table 1, p. 5, for year of report.
b In 1884-'85.

c Actual total.
d Estimated.

e In 1833-'84.
f U. S. Census, 1830.

Table 1, presents the statistics of school enrolment, average attendance, and school provisions, so far as these are attainable.

The total enrolment, 11,435,297, shows increase as compared with 1884-'85 of 265,374, or 2.37 per cent. In two States, Alabama and Kansas, the increase in enrolment is above 8 per cent.; in two, Georgia and Oregon, it is between 6 and 8 per cent. Connecticut and Rhode Island show slight decrease. The increased enrolment in the Territories is especially noticeable, excepting in Arizona and Utah, where it is less than 1 per cent.

For a full understanding of the extent to which elementary instruction is diffused among the people the enrolment in private schools ought to be included in this survey. Returns under this head, more or less complete, have been made from 12 States. These statistics would increase the enrolment in 6 of the States by 10 per cent. or more, and by less than 10 per cent. in the remaining 6.

The average daily attendance, as reported for the entire country, is 7,279,616, an increase of 378,991, or 5.49 per cent. The fact of greater increase in this total than in that of enrolment undoubtedly points to greater regularity of attendance on the part of the actual pupils, which is an evidence of greater efficiency in the school systems.

The following are the States whose statistics afford this favorable indication: California, Colorado, Georgia, Illinois, Kansas, Louisiana, Maine, Maryland, New Jersey, New York, Pennsylvania, Rhode Island, and South Carolina. To this list Utah can be added. The only other Territory in which entries are made under the head of increase or decrease is the District of Columbia, where the increase in average attendance was little more than one-fourth the increase in enrolment. Several States are omitted in the comparison between school enrolment and average attendance for the want of the necessary data. Among them are Arkansas and Michigan, which appear to keep no record of average daily attendance.

The item of whole attendance in days is presented in the table for the first time. As it has not yet been included in the inquiries of the office, the statistician could only insert the number where it was found in the State reports. The importance of the number as a means of estimating the precise relation of school attendance to school demand, in individual States, and the amount of instruction enjoyed by the pupils in regular attendance, may be clearly seen by using it as the basis of computation in a single State. The whole attendance in days reported from Illinois is 77,081,056. This number divided by population 6 to 14 years gives a quotient of 119.5; divided by the enrolment, a quotient of 103.7, and divided by the average attendance, a quotient of 153. The first quotient (119.5) indicates the average number of days' instruction, upon the total reported, for every child 6 to 14 years of age; the second (103.7) the average number of days' instruction for every child enrolled; the last (153) expresses the precise average duration of the schools in days, giving to each school a weight proportionate to its average attendance.

The value of these several particulars as measures of the amount of elementary instruction afforded under the State system depends upon the standpoint assumed. It is hoped that their importance will be so fully recognized that State superintendents, or other chief officers of education, will hereafter use their utmost endeavors to make the statistics upon which these several estimates shall be based full and accurate.

Of the 23 States and Territories which furnish data to determine any change in the duration of schools in days, 17 show an increase, many of them quite large, and only 11 a decrease. On the whole the tendency is obviously in the direction of longer terms.

The statistics showing number of school sittings are necessary for arriving at an exact knowledge of the school accommodations of the country. This item has been obtained from the reports of three States and one Territory; hereafter it is proposed to include this also among the inquiries made by the Bureau.

TABLE 3.—*Teachers.*

State or Territory. <i>a</i>	Private school enrollment.	Teachers.						
		Male.	Increase or decrease.	Female.	Increase or decrease.	Total.	Increase or decrease.	Necessary to supply schools.
Alabama	.....	3,619	I... 83	1,871	I... 15	5,490	I... 98	.....
Arkansas	.....	2,845	I... 44	846	I... 65	3,691	I... 109	.....
California	.....	1,128	I... 4	3,306	I... 188	4,444	I... 202	.....
Colorado	1,979	347	I... 13	957	I... 94	1,304	I... 107	.....
Connecticut	15,175	{ 6561	.....	{ 2,477	.....	{ 63,038	.....	.....
Delaware	.....	.....	.....	{ 2,670	.....	{ 23,016	.....	.....
Florida	.....	1,013	I... 92	825	I... 93	1,838	I... 185	.....
Georgia	245,889	.....	.....	.....	.....	624	.....	.....
Illinois	91,257	6,804	.....	13,815	.....	27,700	.....	.....
Indiana	47,543	6,872	.....	6,471	.....	20,619	.....	.....
Iowa	.....	5,760	.....	17,359	.....	13,343	.....	.....
Kansas	.....	4,029	I... 443	5,358	D... 96	23,119	I... 347	8,537
Kentucky	.....	f3,721	.....	f3,287	.....	9,387	.....	.....
Louisiana	.....	1,036	I... 42	1,176	I... 50	f7,008	I... 92	.....
Maine	.....	{ 61,640	.....	{ 2,023	.....	2,212	.....	.....
Maryland	.....	{ 420	.....	{ 5,043	.....	5,463	.....	.....
Massachusetts	28,114	1,194	I... 16	2,352	I... 112	624	I... 128	.....
Michigan	.....	1,090	D... 1	8,610	I... 150	9,670	I... 149	.....
Minnesota	.....	3,934	I... 58	11,392	D... 90	15,326	D... 32	.....
Mississippi	.....	1,790	D... 4	5,023	I... 247	6,813	D... 234	.....
Missouri	.....	4,042	.....	3,308	.....	7,386	.....	.....
Nebraska	.....	2,605	I... 236	5,884	I... 561	12,967	.....	11,129
Nevada	518	49	.....	165	.....	8,489	I... 797	.....
New Hampshire	.....	404	D... 20	3,073	I... 14	214	D... 6	.....
New Jersey	48,510	818	D... 19	2,998	I... 148	3,480	I... 129	.....
New York	127,783	5,952	D... 69	25,373	D... 5	3,816	D... 74	.....
North Carolina	.....	3,118	.....	2,002	.....	31,325	.....	.....
Ohio	15,418	10,825	I... 38	13,795	D... 46	5,120	D... 8	18,454
Oregon	.....	807	I... 64	4,054	I... 96	24,620	I... 160	1,985
Pennsylvania	.....	8,795	I... 324	14,508	I... 115	1,861	I... 439	.....
Rhode Island	.....	172	.....	1,103	.....	23,303	I... 38	.....
South Carolina	.....	2,091	D... 28	1,744	I... 90	1,275	I... 62	.....
Tennessee	31,355	4,961	D... 38	2,346	I... 131	3,895	I... 93	.....
Texas	.....	.....	.....	.....	.....	7,307	I... 62	.....
Vermont	7,247	531	D... 28	3,797	I... 101	d7,941	.....	.....
Virginia	.....	3,405	I... 54	3,380	I... 188	4,328	I... 73	.....
West Virginia	.....	3,240	I... 1	1,685	I... 113	6,785	I... 192	.....
Wisconsin	.....	2,349	D... 73	8,690	I... 255	4,925	I... 114	.....
Alaska	.....	4	.....	6	.....	11,048	I... 182	7,893
Arizona	.....	61	I... 5	88	D... 4	10	I... 1	.....
Dakota	.....	1,614	I... 330	3,441	I... 580	149	I... 910	.....
Dist. of Columbia	.....	56	D... 2	514	I... 7	5,055	I... 5	.....
Idaho	.....	.....	.....	.....	.....	570	.....	.....
Montana	.....	115	I... 15	262	.....	e350	.....	.....
New Mexico	g128	.....	.....	g36	.....	377	I... 40	.....
Utah	.....	303	I... 13	308	D... 16	g164	D... 3	.....
Washington	.....	420	.....	680	.....	611	.....	.....
Wyoming	.....	g31	.....	g39	.....	1,100	.....	.....
Total	.....	.....	.....	.....	.....	g70	.....	.....
Total	.....	.....	.....	.....	.....	323,066	.....	.....

a See Table 1, p. 5, for year of report.

b In winter.

c In summer.

d Returns imperfect.

e Estimated.

f For white schools only.

g U. S. Census 1880.

TABLE 4.—Teachers' salaries.

State or Territory. <i>a</i>	Average monthly salaries.					Average annual salaries.	
	Male.	Increase or decrease.	Female.	Increase or decrease.	Both sexes.	Male.	Female.
Alabama					\$26 78	(\$112 79)	
Arkansas							
California	\$70 22	D \$0 75	\$64 33	D \$1 56			
Colorado	64 64	D 2 58	56 59	D 1 77			
Connecticut	69 69	I 1 73	37 97	I 1 33			
Delaware					632 31		
Florida	53 00		53 00				
Georgia							
Illinois	52 14	D 31	41 73	I 61			
Indiana	44 60		36 80			287 67	237 36
Iowa	37 40		30 42				
Kansas	42 02	I 1 17	33 85	I 3 57			
Kentucky					23 35		
Louisiana	35 00		32 00				
Maine	34 15	I 2 03	16 68	I 84			
Maryland	38 60		38 60			351 26	351 26
Massachusetts	111 23	D 9 49	43 97	I 12			
Michigan	45 07	D 1 10	31 20	I 02		332 50	224 64
Minnesota	39 00	D 21	30 00	I 07		240 00	160 00
Mississippi					28 74		
Missouri					51 00	(260 10)	
Nebraska	42 68	D 1 06	34 70	D 3 04		500 00	360 00
Nevada	101 00		67 72				
New Hampshire	40 22	I 1 01	23 56	I 36			
New Jersey	63 56	I 1 93	36 30	I 66			
New York						409 27	
North Carolina	25 05		22 50				
Ohio	55 00	I 1 00	40 00	0 00		440 00	320 00
Oregon	48 20	D 2 02	34 65	D 2 31			
Pennsylvania	38 38	D 63	20 90	D 18			
Rhode Island	79 85	D 35	43 85	I 14		758 57	416 57
South Carolina	28 64	I 1 14	25 30	I 82		85 24	88 55
Tennessee					28 65		
Texas							
Vermont	34 00	I 2 44	22 00	I 72			
Virginia	30 77	D 23	26 54	D 34		182 15	157 11
West Virginia							
Wisconsin	{ \$106 58 \$42 64	I 86 I 89	{ \$39 90 \$28 15	I 1 36 D 05	}		
Alaska	125 00		58 50			1,062 00	585 00
Arizona	80 45		76 18			804 50	761 80
Dakota	35 42	D 281	30 90	D 39			
District of Columbia	116 62		61 17			f1,166 20	f611 70
Idaho					g50 00		
Montana	80 00		60 00				
New Mexico					30 67		
Utah	46 90	D 2 20	27 33	D 2 27		323 42½	164 45
Washington	46 00	I 1 00	30 00	D 7 00			
Wyoming					h60 23		

a See Table 1, p. 5, for year of report.
b For white teachers only.
c Salary per room.
d In cities.

e Outside of cities.
f Approximately.
g Estimated.
h U. S. census 1880.

Table 3.—The statistics relating to teachers emphasize certain marked deficiencies in the data attainable for use in this report. Continuity of service, if not the chief, is certainly one of the chief conditions of efficiency in a teaching body. The rural schools of the United States suffer greatly from the want of such continuity; the evil is everywhere recognized, but too often in vague or partial showings. In respect to this, as to other conditions of the school system, it would undoubtedly be found that investigations resulting in exact information would have ultimate remedial effects. As the city school systems are comparatively free from the evils of frequent changes in the teaching force, the changes occurring in a State during a year would represent with a sufficient degree of approximation the status of the rural schools in respect to the permanency of their teachers.

Obviously the difference between the number of teachers necessary to supply the schools and the number absolutely employed would indicate the number of changes during the year. By reference to Table 3 it will be seen that the two items are reported from five States. The percentages of change are as follows in four of these: Kansas, 9; Missouri 16; Ohio, 33; Wisconsin, 40.

In Oregon, the remaining one of the five, 1,985 is given as the number of teachers necessary to supply the schools, and 1,861 as the number absolutely employed, from which it would appear that 7 per cent. of the places remained vacant.

The total number of teachers is 2,409 larger than the previous year, being an increase of 1.1 per cent. So far as returns classified by sex have been received, the total number of male teachers is 104,249, female 191,439, the males being 35.24 per cent. of the whole. The States reporting an excess of male over female teachers are Alabama, Arkansas, Florida, Indiana, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

Of twenty-three States in which the change during the year of the average monthly salaries of teachers is recorded, there has been for males an aggregate increase in ten States of \$13.39, and an aggregate decrease in thirteen States of \$23.75; for females an aggregate increase in eleven States of \$3.06, and an aggregate decrease in ten States of \$18, there being no change in Ohio, and Wisconsin not giving the average salary of all female teachers. On the whole, the salaries of teachers, both male and female, have decreased during the year.

TABLE 5.—Receipts.

State or Territory. <i>a</i>	From State taxes.	From local taxes.	Increase or decrease.	Total from taxes.	From rents and interest on permanent fund.	From other sources.	Total receipts. <i>b</i>
Alabama	\$230,000	\$175,000	I. \$36,990	\$405,000	\$141,348	\$175,000	\$721,348
Arkansas		445,563	L. 101,678				871,575
California	1,884,065	1,690,705		3,574,770	c 138,596		3,713,266
Colorado		801,818	D. 108,307	801,818	13,127	121,199	936,144
Connecticut	228,449	1,206,803	D. 83,004	1,435,052	161,930	66,027	1,663,019
Delaware	d 52,056	e 161,048					e 213,104
Florida					34,318		
Georgia	491,185	278,109	L. 68,646	769,294			769,294
Illinois	1,000,000	8,239,042	L. 323,965	9,239,042	593,437	415,332	10,247,811
Indiana	1,448,447	2,881,619		4,330,066	675,392	43,249	5,048,707
Iowa	f 630,223	4,972,278				659,302	6,321,808
Kansas		2,660,617		2,660,617	408,160	174,969	3,243,745
Kentucky							
Louisiana							571,139
Maine	342,491	703,717	D. 1,943	1,046,208		30,303	1,076,511
Maryland	481,479	1,031,249	L. 34,542	1,512,728	52,341	189,723	1,754,792
Massachusetts					239,874		
Michigan		3,376,456	D. 2,854	3,376,456	762,403	494,135	4,632,992
Minnesota		1,999,862		1,999,862	350,787	273,506	2,624,155
Mississippi	300,000	500,776		800,776	65,000		866,776
Missouri	514,360	2,942,641	I. 54,248	3,457,001	733,741	24,673	4,215,415
Nebraska							2,133,428
Nevada	f 42,648	88,508				288	131,444
New Hampshire	470,177	75,721		545,898	54,021	17,533	617,472
New Jersey	1,396,968	892,448	I. 8,556	2,389,416	132,224		2,421,740
New York	2,750,000	9,918,719		12,668,719	245,000	624,229	13,537,948
North Carolina	512,061	35,734		547,795		122,877	670,672
Ohio	1,653,353	7,440,734		9,094,086	246,337	1,079,997	10,420,420
Oregon	260,262	131,580		391,842	74,571	384,548	850,961
Pennsylvania	g 1,126,000						10,705,541
Rhode Island	111,631	636,738		748,369	16,396	33,497	798,263
South Carolina	h 402,508			h 402,508		h 53,405	h 460,913
Tennessee	f 139,107	799,253		938,360		138,791	1,077,451
Texas							
Vermont		487,258	D. 32,572	487,258	62,137	71,975	621,370
Virginia	626,806	605,454		1,232,260	4,986	200,000	1,437,245
West Virginia	367,725	785,320	I. 13,786	1,153,045			1,153,045
Wisconsin	i 61,017	2,644,839	L. 106,723	2,705,876	492,520	1,412,294	4,610,690
Alaska	j 15,000			15,000			15,000
Arizona	10,662	85,760	D. 5,630	96,422		18,441	114,863
Dakota	59,400	1,962,322	I. 1,990	2,021,722			2,021,722
District of Columbia	k 282,689	282,689		565,377			565,377
Idaho							147,253
Montana		228,333	I. 50,017	228,333			228,333
New Mexico							32,171
Utah	100,171	53,086	D. 9,522	153,257	3,329	65,131	221,717
Washington		300,000		300,000			300,000
Wyoming							k 36,161
Total							

a See Table 1, p. 5, for year of report.

b Excluding balance from previous year and the proceeds of bond sales.

c Including proceeds from bond sales.

d State appropriation; for white schools only.

e For white schools only.

f State appropriation.

g State appropriation.

h In 1884-'85.

i For university.

j United States appropriation.

k United States Census, 1880.

TABLE 6.—Expenditures.

State or Territory, ^a	Permanent expenditures.		Salaries of superintendents.	Increase or decrease.	Current expenditures.			Salaries of superintendents and teachers.	Other current expenses.	Total expenditure.	Increase or decrease.
	Sites, buildings, and furniture.	Libraries and apparatus.			Salaries of teachers.	Increase or decrease.	Salaries of superintendents and teachers.				
Alabama.....			\$13,863	\$69	\$727,375	I...\$224,616	\$741,244		68741,244	I...\$202,284	
Arkansas.....	\$91,781	\$1,196	714,118		1,168,960	I...168,960	859,798		806,842	I...137,274	
California.....	283,006	89,460	2,710,622		1,136,908	I...136,908	422,843		3,505,931	I...41,707	
Colorado.....	(163,048)		30,042	I...965	1,488,056	I...21,177	497,968		9905,622	D...29,104	
Connecticut.....	216,401	11,062			152,591		1,218,998		1,701,666	D...60,555	
Delaware.....	46,000	800			(339,000)		666,303		6385,800		
Florida.....	(45,687)				6,132,866	I...235,438			711,990		
Georgia.....	1,305,503	38,042			3,494,927		3,696,453		10,136,058	D...62,870	
Illinois.....	(1,247,727)				3,696,453		2,213,521		5,214,168		
Indiana.....	716,709	15,775			370,927				4,600,000		
Iowa.....	768,378	51,650			1,298,997	I...21,110			93,849,017	I...400,305	
Kansas.....									700,749		
Kentucky.....									450,030		
Louisiana.....	53,143								1,009,552	I...12,438	
Maine.....	448,984								1,832,383	I...87,125	
Massachusetts.....									7,151,075		
Michigan.....	622,950	43,159							4,332,908	D...335,973	
Minnesota.....	673,642	9,568							2,371,900	D...215,554	
Mississippi.....	(882,410)								840,776		
Missouri.....	(783,480)								4,398,596	I...67,024	
Nebraska.....	9,510								2,359,869	D...507,288	
Nevada.....	663,907								1,1483		
New Hampshire.....	376,674								4,601,403	D...11,799	
New Jersey.....	2,276,455	350,672							2,492,209		
New York.....	81,341								13,284,581	D...206,082	
North Carolina.....	1,196,802								41,249		
Ohio.....	1,229,041								1,803,633		
Oregon.....	1,757,437								1,613,681		
Pennsylvania.....	98,174,586								10,031,307	I...1,130,534	
Rhode Island.....	11,078								782,867	I...231,532	
South Carolina.....	75,554								393,226		
Tennessee.....	10,417								33,428		

^a See Table 1, p. 5, for year of report.
^b Excluding local funds expended by cities and districts.
^c Including \$100,261 paid on temporary loans.
^d In 1881-82.
^e Returns incomplete.
^f Includes salaries of superintendents.
^g Includes unclassified expenditures.
^h Includes fuel, rent, books, and incidentals.
ⁱ In 1881-82.
^j Including permanent repairs.
^k Excluding interest on debt.
^l Including debt paid.
^m Including repairs.
ⁿ Including \$23,656 for evening schools, not classified.

TABLE 6.—Expenditures—Continued.

State or Territory. <i>a</i>	Permanent expenditure.		Current expenditure.					Total expenditure.	Increase or decrease.	
	Sites, build- ings, and furniture.	Libraries and apparatus.	Salaries of superin- tendents.	Increase or decrease.	Salaries of teachers.	Increase or decrease.	Salaries of su- perintend- ents and teachers.			Other cur- rent ex- penses.
Texas <i>b</i>					\$1 950, 554		\$469, 421		\$2, 100, 633	
Vermont.....	\$29, 192		\$11, 377	D...\$923	458, 044	I...\$14, 141	1, 153, 591	\$100, 902	599, 515	D...\$11, 958
Virginia.....	142, 837	\$3, 320	44, 430	I...142, 837	1, 109, 141	I...48, 520	682, 220	153, 335	1, 453, 103	I...28, 571
West Virginia.....	(109, 875)		12, 713	D.....37	669, 507	I...112, 563	2, 250, 776	129, 400	1, 036, 874	I...337, 543
Wisconsin.....	<i>c</i> 165, 802	34, 902	49, 585	I...300	2, 201, 191	I.....300	9, 670	892, 880	3, 643, 160	I...344, 705
Alaska.....			1, 200	I...3, 000	8, 470	I...10, 712	96, 951		15, 000	I.....36, 868
Arizona.....	23, 713	440	7, 400	I...3, 000	89, 551	I...191, 336	740, 723		144, 657	I...103, 047
Dakota.....	575, 469		49, 316	I.....	691, 407	I...70, 511	431, 679	133, 698	<i>d</i> 1, 917, 259	I...16, 157
District of Columbia.....			6, 930	I.....	424, 729	I.....			135, 313	I...11, 945
Idaho.....				I.....		I.....			<i>e</i> 239, 930	I.....
Montana.....				I.....	28, 002	I.....			28, 973	I.....
New Mexico.....				I.....	150, 072	I.....7, 177	162, 124	22, 287	271, 939	D...10, 905
Utah.....			<i>f</i> 12, 052	I.....	200, 000	I...5, 213		10, 000	271, 000	I.....
Washington.....	30, 367	3, 102		I.....	25, 884	I.....		2, 610	28, 504	I.....
Wyoming.....				I.....		I.....				I.....
Total.....									111, 304, 927	

a See Table 1, p. 5, for year of report.
b Returns incomplete.
c Including permanent repairs.
d Including \$601,067 unclassified.
e Salaries of trustees, &c.
f In 1882-'83.

TABLE 7.—School funds, school property, &c.

State or Territory. ^a	State school fund.			Assessed value of all taxable property.	Estimated real value of all school property.	Increase or decrease.
	Increase during the year.	Amount available.	Amount not available.			
Alabama				\$167,124,594		
Arkansas		\$175,382		126,826,394	\$554,874	I. \$130,352
California		b2,527,500		725,712,430	8,920,984	I. 984,364
Colorado	\$83,838	154,868		115,420,194	2,343,983	I. 291,883
Connecticut		2,022,204		349,177,597	5,574,471	I. 117,777
Delaware						
Florida	31,500	1,022,000	\$522,284	76,611,499	300,000	D. 242
Georgia				329,489,505		
Illinois	2,122,765	12,049,883		798,482,823	22,892,435	I. 552,366
Indiana	66,081	9,458,086		794,696,597	13,884,849	I. 265,288
Iowa						
Kansas				277,570,064	6,592,757	I. 45,012
Kentucky						
Louisiana						
Maine		442,758		265,978,716	3,100,745	I. 34,449
Maryland		c1,000,000		469,593,225	2,500,000	I. 500,000
Massachusetts		2,715,944				
Michigan	82,083	3,838,728		945,450,000	11,850,871	I. 583,815
Minnesota	485,491	6,731,723	d11,000,000	399,729,766	6,846,200	I. 1,597,811
Mississippi				149,000,000		
Missouri	112,628	10,475,334	10,587,962	725,775,259	9,733,903	I. 245,725
Nebraska		4,394,191		133,418,700	3,890,750	I. 463,346
Nevada				26,247,018	237,976	
New Hampshire		(e)		230,588,554	2,314,845	D. 74,097
New Jersey				565,500,687	6,832,926	I. 482,119
New York	f4,083,333			3,224,682,343	g35,662,684	I. 2,314,503
North Carolina			100,000	292,732,622	653,106	I. 87,146
Ohio		4,375,806		1,688,676,163	28,467,005	I. 497,248
Oregon	15,525	1,000,000	2,000,000	75,306,453	1,239,998	I. 79,565
Pennsylvania					35,371,849	I. 2,757,403
Rhode Island	999	173,330	2,204		2,294,571	I. 67,436
South Carolina				149,973,365	h393,903	D. 11,194
Tennessee				226,844,184	1,797,769	I. 421,983
Texas						
Vermont		880,000		169,986,413		
Virginia	732,526	106,262		341,735,707	1,838,942	I. 10,685
West Virginia	21,215	570,473		159,514,752	1,964,945	D. 13,595
Wisconsin	61,881	3,015,409	(j)	498,725,843	7,184,033	I. 1,051,398
Alaska						
Arizona					k201,984	D. 10,401
Dakota		880,000			2,989,696	I. 801,846
District of Columbia					1,395,798	I. 5,042
Idaho				7,236,447		
Montana					437,588	I. 59,822
New Mexico						
Utah		152,404		35,620,325	478,491	I. 18,947
Washington						
Wyoming						

^a See Table 1, p. 5, for year of report.

^b Value of securities held in trust for school fund.

^c Income capitalized.

^d Value of lands unsold.

^e There are a number of permanent local funds in the State.

^f Income capitalized at 6 per cent.

^g Sites and buildings only.

^h School-houses.

ⁱ Income from State bonds.

^j 103,130 acres of land unsold.

^k Estimated.

^l Balance on hand.

Receipts and expenditures.—There are apparently as many different methods of keeping school accounts as there are States and Territories, and no classification of receipts and expenditures can be made which can be responded to by all State superintendents. That which has been adopted in the present Report has been deemed the best, taking into consideration both the number of State superintendents that are able to reply to it and its value in studying educational questions.

The amount raised by local taxes has increased \$801,141 in eleven States and Territories, and decreased \$243,832 in seven States and Territories, the net increase being \$557,309. The States and Territories participating in the increase are Alabama, Arkansas, Georgia, Illinois, Maryland, New Jersey, West Virginia, Wisconsin, Dakota, and Montana. Of these, Missouri, West Virginia, and Wisconsin also show increase in the State tax. In Connecticut, where the local tax has decreased by a little more than 6 per cent., there has been a slight increase (less than 1 per cent.) in the State tax.

The total amount expended for public schools in the United States, according to the latest returns at hand, is \$111,304,927, being an increase over last year of \$920,270. This does not express the real increase, however, since this year, so far as possible, the payments on bonded indebtedness have been stricken out of the expenditures, these sums presumably having appeared as expenses in previous years.

The particulars under which increase or decrease appears are suggestive, as indicating the state of the public mind with reference to the essential conditions of efficiency in a school system. The tendency with respect to teachers' salaries has already been noted. Nine States and one Territory show an increase in superintendents' salaries amounting to \$27,600, and five States decrease amounting to \$53,595, giving a net decrease of \$25,995. It should be observed that \$51,695 of the total decrease must be credited to Massachusetts. According to the full statistics from this State the entire sum paid for supervision in the State is \$9,014 more than the corresponding sum for 1884-'85, although the total sum paid for superintendents' salaries is as noted, \$51,695 less than for 1884-'85. The State report throws no light upon this decline in superintendents' salaries. That it is not in accordance with the views entertained either by the State board or by Hon. J. W. Dickinson, who has for many years held the important office of secretary of the board, is evident from their latest utterances upon the subject of supervision.

In the report of the former for the current year we read: "Among the prime needs of the schools, often emphasized in the reports of this board, are better supervision and better teachers in the towns outside the considerable centers of population. Good supervision will secure good teachers, but how to obtain the former in these localities is the problem of the day. In the cities and large towns the concentration of wealth and population affords an easy solution to this question by the employment of a paid superintendent who devotes all his time to the care and improvement of the schools. But the expense of such an agency is beyond the means of the sparsely-settled towns, and it is every year becoming more and more difficult to find persons in such localities competent for the work, or who are willing to perform it gratuitously or for the meager pittance only which the towns can pay."

Mr. Dickinson's discussion of the subject will be found in full in this appendix, p. 43.

COMPARATIVE STATISTICS OF STATE SYSTEMS.

The table of comparative statistics of State systems (Table 8), compiled from the preceding tables, expresses the relation of each part of the several State systems to every other part. The student of the subject is likely to find here the answer or material for the answer to every inquiry which arises in his mind, so far as the facts are attainable.

Of the many particulars involved, two may perhaps be regarded as more fully representative of the educational situation, viz, the ratio of current expenditure to the population 6-14 years of age, and the ratio of average attendance to the same population. The first expresses the effort put forth by the State, the second its most important outcome, viz, the attendance of pupils upon the instruction.

Between the two, as set forth in the table under consideration, a relation is apparent which cannot be purely accidental.

With three exceptions, the States whose average current expenditure per capita of population 6-14 years falls below the average for the United States (viz, \$9.15), also show a ratio of average attendance (to population 6-14) below the average for the United States (viz, 66.51). The States here referred to are Alabama, Arkansas, Florida, Georgia, Mississippi, North Carolina, Virginia, Maryland, Minnesota, Missouri, and West Virginia. The three of the above States which give a ratio of average attendance higher than that for the United States are Tennessee, Missouri, and West Virginia. On the other hand, with the single exception of Wisconsin, all the States in which the ratio of current expenditure per capita of population 6 to 14 is above the average for the United States, show also a ratio of average attendance per capita of population 6 to 14 higher than the average for the country at large.

It may be remarked by way of caution that, in drawing inferences from the data contained in Table 8, too much stress should not be laid upon isolated facts, but the different parts of the table should be studied in connection with each other. For instance, of two States, one may have a smaller proportion of its total population enrolled in its public schools, but a greater proportion of its child population (6 to 14); or, one may have a smaller proportion of its population 6 to 14 enrolled in its public schools, but a greater proportion in average daily attendance. Similarly, the total wealth of a State should be kept in mind when treating of the amount raised by taxation for the support of its schools or the value of its school property.

TABLE 8.—Comparative statistics of

	States and Territories.	Population per square mile.	Ratio of population 6-14 to total population.	Ratio of enrolment to—		Average attendance, in days, of all pupils enrolled.
				Total population.	Population 6-14.	
		<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	
1	Alabama.....	28.5	22.27	17.23	77.39	
2	Arkansas.....	17.6	22.68	18.81	82.67	
3	California.....	6.4	15.85	18.90	119.21	
4	Colorado.....	2.4	12.38	16.68	134.80	
5	Connecticut.....	138.5	15.59	18.71	120.01	
6	Delaware.....	81.0				
7	Florida.....	6.2	22.19	17.96	89.91	
8	Georgia.....	28.7	22.20	18.86	84.97	
9	Illinois.....	58.6	19.66	22.66	115.25	103.7
10	Indiana.....	57.4	20.17	24.56	121.78	
11	Iowa.....	31.8				
12	Kansas.....	15.7	20.16	28.43	140.98	
13	Kentucky.....	45.0				
14	Louisiana.....	22.2	21.67	10.25	47.50	
15	Maine.....	21.7	16.02	22.45	140.13	
16	Maryland.....	102.4	19.10	17.33	90.74	
17	Massachusetts.....	241.6	14.71	18.00	122.34	
18	Michigan.....	33.3	17.64	21.79	123.52	
19	Minnesota.....	14.1	18.17	20.91	115.05	
20	Mississippi.....	26.7	22.86			
21	Missouri.....	35.4	21.06	23.58	111.02	79.2
22	Nebraska.....	9.7	19.79			
23	Nevada.....	0.5	11.94	13.30	110.37	
24	New Hampshire.....	44.1	14.03	17.73	126.38	
25	New Jersey.....	171.4				
26	New York.....	111.9	16.48	19.28	117.02	111.0
27	North Carolina.....	31.4	21.57	20.03	92.89	
28	Ohio.....	82.2	19.03	23.15	121.32	
29	Oregon.....	2.5	18.40	20.96	113.95	
30	Pennsylvania.....	105.0	18.87	20.95	111.04	
31	Rhode Island.....	280.4	15.18	15.74	103.67	
32	South Carolina.....	36.0	22.25	16.94	76.15	
33	Tennessee.....	41.3	22.25	22.25	99.97	
34	Texas.....	7.7				
35	Vermont.....	36.5	16.35	21.51	131.56	83.6
36	Virginia.....	41.4	21.52	18.56	86.28	
37	West Virginia.....	28.1	22.13	24.87	112.39	
38	Wisconsin.....	28.7	19.54	21.26	108.76	93.5
39	Alaska.....	0.1				
40	Arizona.....	0.7	12.52	7.90	63.09	
41	Dakota.....	2.8	16.36	19.94	121.86	
42	District of Columbia.....	3391.0	17.34	15.89	91.64	
43	Idaho.....	0.7	15.03	19.97	132.87	
44	Indian Territory.....					
45	Montana.....	0.6	11.40	12.24	107.36	
46	New Mexico.....	1.1				
47	Utah.....	2.2	21.52	17.62	81.87	
48	Washington.....	1.6	17.75			
49	Wyoming.....	0.3				

State school systems, for the school year 1885-'86.

Ratio of average attendance to—			Ratio of sit-tings to—		Average number of pupils to a teacher.	Value of all property per capita of—		Value of school prop-erty per capita of—			
Total popu-lation.	Population 6-14.	Enrolment.	Enrolment.	Average at-tendance.		Total popu-lation.	Population 6-14.	Total popu-lation.	Population 6-14.	Average at-tendance.	
Per cent.	Per cent.	Per cent.	Per cent	Per cent							
10.41	46.75	60.41				\$114	\$511				1
12.56	79.22	66.45				136	598	\$9 59	\$2 62		2
10.84	87.55	64.95	1.05	1.62		725	4,572	8 91	56 25	\$70 95	3
11.83	75.89	63.23	1.02	1.62		473	3,824	9 61	77 05	88 69	4
						521	3,358	8 31	53 29	70 22	5
11.24	50.64	62.58				226	1,020	89	3 99	7 89	6
13.36	60.17	70.82				194	870				7
15.36	78.11	67.78				243	1,238	6 98	35 49	45 44	8
16.82	83.39	68.48				386	1,912	6 74	33 41	40 06	9
17.12	84.89	60.21			25.8	216	1,071	5 13	25 45	29 98	10
7.24	33.43	70.69									11
15.84	98.85	70.54				411	2,565	4 80	29 99	30 34	12
9.36	49.04	54.04				405	2,435	2 48	12 96	26 44	13
13.39	91.01	74.39									14
						494	2,802	6 20	35 13		15
10.62	58.43	50.79				358	1,968	6 12	33 70	57 68	16
14.98	65.51					113	495				17
15.38	73.04	65.79	1.09	1.65	33.6	298	1,416	4 00	18 99	26 01	18
						180	910	5 25	26 54		19
9.04	75.72	67.99				442	3,702	4 01	33 56	44 32	20
12.36	88.10	69.71				636	4,538	6 39	45 56	51 71	21
											22
11.74	71.25	60.89				605	3,672				23
12.17	56.45	60.77				133	616	43	1 99	3 52	24
15.46	81.05	66.81				504	2,643	8 50	44 55	54 97	25
15.02	81.67	71.67				321	1,745	5 29	28 73	35 18	26
14.09	74.66	67.24			17.8			7 49	39 70	53 17	27
10.85	71.50	68.97						7 54	49 68	69 48	28
11.67	52.44	68.87				138	621				29
16.14	72.54	72.56				132	591	1 04	4 69	6 46	30
											31
13.99	85.59	65.06				510	3,120				32
10.38	48.23	55.90				206	956	1 10	5 15	10 67	33
15.00	67.79	60.32				230	1,041	2 84	12 82	18 91	34
11.32	57.93	53.26			22.4	319	1,632	4 60	23 51	40 59	35
0.92	6.36										36
											37
13.22	80.32	66.33	1.33	2.00				2 62	20 97		38
11.81	68.07	74.29						6 98	42 64	52 76	39
								6 86	39 55	58 10	40
						131	874				41
											42
								4 70	41 25		43
											44
10.84	50.38	61.54				199	923	2 67	12 40	24 62	45
											46
											47
											48
											49

TABLE 8.—Comparative statistics of State school systems

	States and Territories.	Ratio of school property to total property.	Value of school fund per capita of—		
			Total population.	Population, 6-14.	Average attendance.
		<i>Per cent.</i>			
1	Alabama.....				
2	Arkansas.....	.44	\$0 19	\$0 83	
3	California.....	1.23	2 52	15 92	\$20 10
4	Colorado.....	2.03	63	5 13	5 86
5	Connecticut.....	1.60	3 01	19 33	25 47
6	Delaware.....				
7	Florida.....	.39	3 02	13 61	26 88
8	Georgia.....				
9	Illinois.....	2.87	3 67	18 68	23 92
10	Indiana.....	1.75	4 59	22 76	27 29
11	Iowa.....				
12	Kansas.....	2.38			
13	Kentucky.....				
14	Louisiana.....				
15	Maine.....	1.17	68	4 27	4 32
16	Maryland.....	.53	99	5 19	10 58
17	Massachusetts.....		1 40	9 50	10 44
18	Michigan.....	1.25	2 01	11 38	
19	Minnesota.....	1.71	6 02	33 14	56 71
20	Mississippi.....				
21	Missouri.....	1.34	4 30	20 44	27 99
22	Nebraska.....	2.92	6 62	33 45	
23	Nevada.....	.91			
24	New Hampshire.....	1.00			
25	New Jersey.....				
26	New York.....		77	4 65	6 52
27	North Carolina.....	.32			
28	Ohio.....	1.69	1 31	6 85	8 45
29	Oregon.....	1.65	4 26	23 17	23 37
30	Pennsylvania.....				
31	Rhode Island.....		57	3 75	5 25
32	South Carolina.....				
33	Tennessee.....	.79			
34	Texas.....				
35	Vermont.....		2 64	16 15	18 87
36	Virginia.....	.54	66	30	62
37	West Virginia.....	1.23	82	3 72	5 49
38	Wisconsin.....	1.44	1 93	9 87	17 04
39	Alaska.....				
40	Arizona.....				
41	Dakota.....		2 12	12 94	16 01
42	District of Columbia.....				
43	Idaho.....				
44	Indian Territory.....				
45	Montana.....				
46	New Mexico.....				
47	Utah.....	1.34			
48	Washington.....				
49	Wyoming.....				

for the school year 1885-'86—Continued.

Amount raised by taxation for schools per capita of—			Ratio of amount raised by taxation for schools to total property.	Current expenditure ^a for schools per capita of—			Ratio of current expenditure ^a for schools to total property.
Total population.	Population, 6-14.	Average attendance.		Total population.	Population, 6-14.	Average attendance.	
\$0 28	\$1 24	\$2 05	Mills per dollar. 2.42	\$0 52	\$2 27	\$4 85	Mills per dollar. 4.44
3 57	22 52	28 43	4.93	3 13	3 65	24 92	6.10
3 20	26 56	30 34	6.95	2 63	19 74	24 30	4.32
2 14	13 72	18 08	4.11	2 33	21 28	19 70	5.57
45	2 04	3 40	2.33	1 00	4 51	8 92	4.42
2 82	14 32	18 34	11.57	39	1 77	2 94	2.02
2 10	10 42	12 49	5.45	2 68	13 63	17 45	11.01
2 07	10 27	12 10	9.59	1 92	9 54	11 44	4.90
1 62	10 09	10 21	3.93	2 18	10 80	12 72	10.08
1 50	7 84	16 00	3.22	1 33	6 96	14 20	2.86
1 77	10 01	16 85	3.57	1 91	10 84	14 23	3.87
1 79	9 85	4 32	5.00	1 51	8 31	4 54	4.22
65	2 83	9 24	5.72	68	2 97	9 21	6.01
1 42	6 75	9 24	4.76	1 42	6 72	9 21	4.75
1 51	10 74	12 19	2.37	1 99	16 69	22 04	4.51
2 38	14 42	20 24	4.39	1 48	10 58	12 00	2.33
36	1 67	2 95	2.70	2 00	12 11	17 00	3.30
2 72	14 23	17 56	5.39	38	1 78	3 16	2.89
1 67	9 08	11 12	5.20	2 43	12 74	15 71	4.82
2 46	16 20	22 66	1.72	1 72	9 35	11 45	5.36
54	2 45	3 37	4.14	1 91	12 57	17 58	4.51
1 46	8 94	10 45	2.87	1 48	10 58	12 00	2.33
74	3 45	7 15	3.61	1 71	10 47	12 23	3.36
1 66	7 52	11 10	7.23	79	3 66	7 58	3.82
1 73	8 86	15 29	5.43	1 17	5 30	7 81	5.09
4 86	29 73	36 78	1.25	2 01	10 29	17 77	6.31
2 78	16 02	23 54	1.78	1 25	10 01	13 48	4.00
2 45	21 53	23 54	1.78	2 78	10 89	23 54	4.00
86	3 97	7 89	4.30	1 03	4 78	9 49	4.30
2 86	16 14	23 54	2.01	2 01	11 30	23 54	2.01

^a Current expenditure does not include interest upon the value of school property.

TABLE 9.—Summary, by geographical divisions, of the comparative statistics of State school systems.

Group.	Population per square mile.	Ratio of population, 6-14, to total population.	Ratio of enrolment to—		Ratio of average attendance to—		
			Total population.	Population, 6-14.	Total population.	Population, 6-14.	Enrolment.
North Atlantic Division	96.02	16.93	Per ct.	Per ct.	Per ct.	Per ct.	Per ct.
South Atlantic Division	31.46	21.31	19.52	115.25	12.75	75.33	65.36
South Central Division	18.79	22.12	18.32	85.97	11.35	53.28	61.98
North Central Division	26.44	19.47	14.30	79.09	10.91	49.32	62.35
Western Division	1.88	16.02	26.74	120.60	14.83	76.20	63.18
The United States	19.31	19.40	17.30	108.00	11.37	70.97	65.71
			20.91	104.54	12.88	66.51	63.56

Group.	Assessed value of taxable property per capita of—		Value of school property per capita of—			Ratio of school property to total assessed valuation.	Taxation for schools per capita of total population.
	Total population.	Population, 6-14.	Total population.	Population, 6-14.	Average attendance.		
North Atlantic Division	\$556	\$3,382	\$6 84	\$39 62	\$54 17	Per ct.	\$2 16
South Atlantic Division	221	1,037	1 21	6 53	12 13	1.16	74
South Central Division	135	605				.54	
North Central Division	353	1,808	6 29	32 37	39 41	1.77	2 23
Western Division	556	3,446	7 34	46 51	62 75	1.35	2 86
The United States	359	1,861	5 57	29 14	39 49	1.39	1 76

Group.	Taxation for schools per capita of—		Ratio of amount raised by taxation for schools to assessed valuation.	Current expenditure for schools per capita of—			Ratio of current expenditure for schools to assessed valuation.
	Population, 6-14.	Average attendance.		Total population.	Population, 6-14.	Average attendance.	
North Atlantic Division	\$13 19	\$18 15	Mills per dollar.	\$1 89	\$10 94	\$14 82	4.88
South Atlantic Division	3 44	6 33	3.87	75	3 52	6 46	3.83
South Central Division			3.66				
North Central Division	11 48	15 17	6.01	2 18	11 41	14 96	5.81
Western Division	17 92	23 80	.....	2 57	15 83	20 41	4.58
The United States	9 49	13 29	4.90	1 75	9 15	13 14	4.88

The classification of States made use of in the foregoing table is the same as that adopted for the United States Census of 1880, and is as follows:

North Atlantic Division: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania.

South Atlantic Division: Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, and Florida.

South Central Division: Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Texas, and Arkansas.

North Central Division: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Dakota, Nebraska, and Kansas.

Western Division: Montana, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Idaho, Washington, Oregon, and California.

It may be said, by way of explanation, that, in computing any ratio, percentage, or per capita, for any division, no State is included that does not furnish a return for both the components which enter into such ratio, &c.; and unless at least four such States are found for the three first divisions, or five for the two last, the result is left blank in the table; though in every case, for any ratio, all the States reporting both components are used to obtain the general result for the United States.

The following table gives the totals for the United States, for the seven years ending with 1885-'86, of the principal items of public school statistics:

Year.	Enrolment.	Average daily attendance.	Total number of teachers.	Public school expenditure.
1876.....	8,363,738	4,066,848	249,283	\$84,005,333
1877.....	8,954,478	4,919,408	259,296	80,233,458
1878.....	9,373,195	5,131,413	271,174	80,529,958
1879.....	9,424,086	5,282,337	272,691	78,191,522
1880.....	9,781,521	5,805,342	282,644	80,032,838
1881.....	9,860,333	5,664,356	289,150	85,111,442
1882.....	10,013,826	6,118,331	293,294	91,158,039
1883.....	10,364,473	6,344,063	298,552	97,844,521
1884.....	10,738,192	6,693,928	307,804	103,949,528
1885.....	11,169,923	6,900,625	319,549	110,384,657
1886.....	11,435,297	7,279,616	323,006	111,304,927

The comparative table which follows is derived from the preceding:

Year.	Ratio of average attendance to enrolment.	Number of pupils in average attendance per teacher.	Total expenditure per capita of—	
			Enrolment.	Average attendance.
	<i>Per cent.</i>			
1876.....	48.62	16.33	\$10 04	\$20 66
1877.....	54.94	18.99	8 96	18 34
1878.....	54.74	18.93	8 59	15 69
1879.....	56.05	19.42	8 20	14 80
1880.....	59.35	20.58	8 18	13 78
1881.....	57.44	19.59	8 63	15 02
1882.....	61.10	20.88	9 10	14 71
1883.....	61.21	21.28	9 44	15 42
1884.....	62.33	21.80	9 68	15 53
1885.....	61.78	21.63	9 88	15 99
1886.....	63.56	22.53	9 72	15 29

REMARKS UPON THE TABLES.

The preceding tables present the principal facts regarding State school systems, and are as accurate and as complete as the material at the disposal of the Bureau permits. In their compilation, reports for the current year have been received from 41 States and Territories (excluding Alaska), a decrease of 4 from 1875-'76.

In some cases where reports have not been received, either the figures of a former year have been used, or if it was especially necessary to get a total for the United States for the current year, estimates have been made by the Bureau from the best data available.

An attempt has been made to increase the usefulness of the tables by giving comparisons with the preceding year, also comparisons of the principal items with each other for the current year, thus presenting in a systematically tabulated form results which each individual using the tables would otherwise have been obliged to compute for himself. These inter-comparisons, whether they took the form of differences, per capita, or percentages, gave in some instances results so abnormal as to indicate serious errors in the data; either special letters of inquiry were written in regard to these or the results were omitted if there was no time for inquiry. The comparative tables furnish a very ready means, as far as they go, of determining by inspection the relative educational status of the different States.

A careful study of the returns from which the tables of statistics of State school systems have been compiled shows that there is much yet to be accomplished before a truthful comparison of the educational condition of the different States can be made. A common understanding among superintendents as to the signification of the various terms in use, and as to the processes by which the results for tabulation are to be ascertained, is especially necessary. In computing averages, for instance, a great diversity of methods prevails. "Average daily attendance" means one thing in one State and another thing in another State, while the average pay of teachers is calculated in several different ways. The practice of giving due weight to the component parts of an average is frequently disregarded. Inter-State comparison under such circumstances is obviously misleading.

The financial branch of educational statistics is in need of a definite nomenclature and a uniform system of classification. It is especially desirable to determine what expenditures come under the head of "current," since the current, or regular, expenditure, as distinguished from the permanent, is the best measure of what the people are paying out for education from year to year. Superintendent William R. Creery, of Baltimore, said in 1874:¹

"I have had the question put to me as to the cost of education per pupil in the city of Baltimore. I have said in reply, 'upon what basis do you wish me to calculate the cost? Shall I include salaries, rents, ground-rents, books and stationery, incidentals, interest on cost of buildings, or shall I omit some of these charges? I can calculate it just as you wish and make the cost per pupil all the way from \$10 to \$23 per annu. If I wish to make the cost per pupil small I take a large divisor and a small dividend; that is, I take all the pupils who have been in during the year for a divisor and only a part of the total cost for a dividend.' The truth is, as things are now, the calculation of cost is a kind of sliding scale, to be used as superintendents find it necessary."

It may be that in the absence of any common understanding as to what should be included in "current expenditure," the salaries of teachers and superintendents should be used as a basis for computing per capita expenditure.

The total receipts and expenditures given in the tables are not intended to include balances on hand or carried forward; also to avoid duplication, receipts from the sale of bonds and payments on account of bonded indebtedness are excluded. In some of the returns which were received by the Bureau it was found, upon comparison with the corresponding printed reports, that balances as well as bond sales and payments were included in the total receipts and expenditures. These items were eliminated when practicable, and all the States placed in this Report upon as equal a footing as the data at the disposal of the Bureau permitted.

In order to arrive at a knowledge of what relative portion of their means the people of a State are paying out for education, an acquaintance with the total value of all taxable property is necessary. The column containing this item is the least satisfactory of all for purposes of comparison. Arbitrary valuations of property, differences in rates of assessment, and other formidable difficulties, render the tabulated results untrustworthy, except as a general guide.

It is hardly conceivable that any considerable improvement will be made in this latter regard; but respecting the other points of which mention has been made, it needs only the united action of the State superintendents to make effective progress. At least, we know the direction in which effort should be made. A wide-reaching and minutely classified body of State statistics is not to be striven for, at least at the present time; rather the salient points are to be sought after, those possessing the most educational and economic significance. To determine these on a uniform basis and by uniform methods for all the States is an object greatly to be desired.

Population.—Among the foremost of these items is population. Population is a factor of prime importance in a scheme of educational statistics. Comparisons based on enrolment and average attendance furnish no clew as to the relative extent of the diffusion of education among the whole people of a State. Some way of arriving at comparisons based on the total population, or upon the population between certain fixed ages, uniform for all the States, is a great desideratum. This was fully appreciated by the committee which drew up the State schedule in 1874, in which the population from six to sixteen was called for, as well as the population under six and that between sixteen and twenty-one.

The attempt to get these items reported, however, has been a failure. In the last Annual Report of the Bureau the population from six to sixteen is reported from only four States, and the population under six from Oregon only.

The "school population," or population of the school age, as periodically determined by the State school censuses, has indeed been very generally reported by the State superintendents; the differences in the school ages of the several States, however, render the school population valueless for purposes of inter-State comparison,

¹Circular of Information No. 1, 1874: Proceedings of the Department of Superintendence of the National Educational Association, page 17.

though it is liable to be used for that purpose by persons who, through ignorance or thoughtlessness, do not take into consideration the difference in the school ages of the different States; hence the apparent superiority in point of school attendance of such States as Massachusetts, whose school age is only five to fifteen.

In view of the desirability of ascertaining the population of the various States on a uniform basis as regards ages included, it has been deemed advisable to compute them approximately from the best data at hand. Happily the State school censuses themselves afford the best and altogether a very satisfactory means of arriving at the result in a large number of instances.

The United States census of 1880 gives the population for each year of age for all the States and Territories. Now, it may be assumed with sufficient accuracy for present purposes that in any State the population of any age, six to fourteen, for example, or the total population, increases from year to year in the same ratio as the State school population as determined by the State school censuses. The proportion of the population of any given age, though widely different in different sections of the country, may be regarded as constant in any given State for a short period of years. Upon this principle the total population and the population of six to fourteen have been computed, using as a basis the school population as determined by the State enumeration for the following States and Territories: Alabama, California, Connecticut, Illinois, Indiana, Maine, New York, Ohio, Oregon, Tennessee, Virginia, West Virginia, Arizona, Montana, and Utah.

The age six to fourteen was selected on account of its having been recommended by a committee of the National Council of Education¹ as the obligatory school age, the school census age, and as the age upon which educational statistics should be based. The total population is added as furnishing the only ground for international comparison.

It is felt that any considerable errors that exist in the populations as thus computed arise not so much from the assumption of the principle made use of, as from the errors in the school censuses themselves—errors which are generally recognized to exist. Increased accuracy in the enumeration of school youth is urgently demanded in order to place this branch of educational statistics on a sounder basis.

In addition to the method above described, fourteen States and Territories, viz: Massachusetts, Rhode Island, New Jersey, Florida, Kansas, Michigan, Wisconsin, Minnesota, Iowa, Nebraska, Colorado, Dakota, New Mexico, and District of Columbia, furnish an actual census of the total population for the summer of 1885, or one which may be accurately reduced to that date.

Where there is neither a school census nor a general census it has been necessary to fall back upon the population of 1870 and 1880 as furnishing the rate of increase, as in the case of Delaware, Missouri, New Hampshire, Pennsylvania, Vermont, and Wyoming; or in some of the Southern States where the census of 1870 was notoriously defective, upon those of 1860 and 1880, as in the case of Arkansas, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, and Texas.

It is true that there is no law governing the increase of population from time to time, and the assumption that its increase from 1880 to 1885 is in the same ratio as from 1860 or 1870 to 1880 does not take into account abnormal changes or disturbing influences that have been at work since 1880; but it is the best assumption that is available, and it is far preferable to use the populations as thus deduced than those of 1880, or the heterogeneous State school populations.

In the case of Nevada, Idaho, and Washington, special methods were used, combining the features of one or more of the above, according as the data at hand demanded.

¹ Addresses and Proceedings of the National Educational Association, 1885, p. 474.

PRESENT EDUCATIONAL CONDITION.

No brief summary can adequately set forth the actual condition and progress of education in the several States and Territories. There are too many important factors of influence to be thus summarily dealt with. The plan, however, has been to select from the State reports such utterances as would indicate the general condition, and then to cull such other salient features as would illustrate special movement and growth in the administration and development of the public-school system.

Those States and Territories which are omitted in this account either failed to transmit, or to publish, reports for 1885-'86.

ALABAMA.

It is gratifying to report an increased efficiency in the administration of the public-school system, which is growing in popularity and offering the benefits of education to a greater number of children than ever before in its history. There is not only an increase in the number of schools and in the regularity of attendance, but what is of far more importance, the schools are being conducted by better qualified teachers.

The three normal schools for the whites and the three for the colored race are in a flourishing condition. If there be those who doubt the propriety of the State maintaining normal schools such doubts would be removed by a visit to the several schools of the State. These schools, with the exception of the one at Florence, have been in operation but a few years, and some of them turned out their first graduates last year, so that comparatively little has been accomplished toward supplying the increased demand for trained teachers; but their influence has already been felt throughout the State by creating, on the part of patrons, a demand for better qualified teachers. There are thousands of teachers in the public schools but poorly prepared for their responsible work, and hundreds so incompetent that the payment of school funds to them is but little better than a waste of public money; yet township superintendents are compelled to employ them, or do without schools. To train a sufficient number of teachers to meet the demand will require years, and the State should not grow impatient because this work cannot be done in a day.

The institutes held by county superintendents, and required by law, are creating an increased interest among the teachers. They are conducted to better advantage, and more teachers attend and take an active part in them. Where they are held more frequently both the attendance and interest are increased, and consequently much more benefit is derived. In some counties, however, they are seldom held and are poorly attended, and do but little good, while in a few counties they are altogether neglected. It seems to be the fault of the county superintendents if these institutes are not held and made of interest to the teachers.

The following recommendations by the superintendent of education illustrates the drift of opinion in educational affairs: (1) A law authorizing counties, cities, towns, separate school districts, and townships to levy and collect a special tax for building school-houses or for other school purposes. (2) A law raising the standard of qualification for teachers. (3) A law repealing the local laws requiring the appointment or election in certain counties of three trustees instead of one township superintendent. (4) A law providing for a commission on text-books to select a series of text-books to be used in the public schools. (5) An increase of appropriation to meet the demand created by the increase in school population.

The fact that no reports, except as to State appropriations, are made from cities and separate school districts tends to give the impression that the school system is an inefficient one. Such, however, is not the fact. The superintendent states that the public schools of the cities of Alabama will compare favorably with those of other States, and are improving each year.

ARKANSAS.

A careful examination of the statistical part of the State report,¹ the general summaries, and the reports made by county examiners will convince the most skeptical that Arkansas is making rapid progress in her educational interests. There is a deeper conviction in the minds of the people that the masses cannot be educated so well and

¹ This report was not received in season to incorporate the returns for the current year in the State tables.

at so little cost by any other means as can be done in the common school. The best evidence of the truth of this statement is seen in the amount of taxes voted in the districts each year and in the growing sentiment in the minds of parents and guardians for more convenient school houses and better instruction. Now, while there is a growing interest demanding better methods of teaching and longer school terms, yet a remedy of existing defects may be justly expected by the State in consideration of the amount of money expended. This remedy is partly in county supervision, changing the present district system, needed legislation on text-books, longer school terms, better teachers, and better houses.

One of the greatest wants of the public-school system of Arkansas is intelligent county supervision. What is needed is some one who is qualified to visit each school in the county, observe the work of the teacher, and, when necessary, point out defects in methods of teaching and school *government*; instruct directors in their duties, and endeavor to create in the minds of the people a greater interest in the free schools of his county.

There are two ways of solving the difficulties relating to text-books: (1) County adoption, by a county board of education, from the series of books recommended by the State board, which shall not be changed in three or five years except by a majority vote of the county; (2) free text-books adopted by the county board.

The superintendent recommends the abolition of the present districts, except those organized under the special act for cities and towns, and the making of each civil or political township a school district, under the control and management of three directors. This plan will consolidate the funds and enable the directors to improve the school-houses and employ a better class of teachers and secure a longer school term.

CALIFORNIA.

The public schools are in good condition, and are continually reaching forth toward a betterment. The influence of the normal schools is being felt more and more; and the graduates of the State University are becoming more and more frequently members of the instructing profession. There is much enlightened foresight displayed in the manner in which local taxes are self-imposed for "additional school facilities." More attention is also paid to the election of proper men for the highly responsible office of school trustees.

The one *great* want in the public schools is a closer attention on the part of teachers and other authorities to moral instruction—to *character building*. To turn out good, honest, clean-living men and women should be the principal end and aim of the public schools.

A great defect in the system is the fact that in many of the counties the superintendents of the schools are poorly paid. Now, the county superintendent is the most important officer connected with the system of public education, and he should receive a comfortable support, so that he may be contented and able to give his whole time to his duties, while his reasonable traveling expenses should not be deducted from his salary.

In November, 1884, the people by a vote almost unanimous made an amendment to the constitution of the State by which "the State board of education shall adopt a uniform series of text-books to be printed and published at the State printing office, and distributed at actual cost." The fruit of this enterprise is now apparent. The designs for illustrating the readers have been made by California artists; and admirable engravings executed therefrom. The cost at Sacramento of the books now completed is as follows:

	<i>Cents.</i>
Speller and Word Analysis.....	20
First Reader, 128 pages.....	15
Second Reader, 228 pages.....	30
Third Reader, 512 pages.....	40

The series of readers, covering substantially the same ground as those heretofore in use, will cost but 85 cents, while the price of Bancroft's is \$2.60; McGuffey's is \$2.50; Appleton's, \$3.00; and Swinton's \$3.05.

The series of the State cost but little more than one-third of the price of the cheapest. This success will save millions of dollars in a few years.

COLORADO.

Evidence of substantial growth and vigorous life are manifest in the school work throughout the State during the last two years. More care in the examination and selection of teachers, a disposition to grade the country schools, and to establish school libraries, and the organization of teachers' associations are among the things that are worthy of special mention.

About twenty-five counties (out of thirty-eight) have already organized teachers' associations, and others will do so in the near future. These associations have been attended with good results. Teachers have been inspired with new zeal, and school boards have been led to see the importance of making their schools better.

A regular course of study for the country schools has recently received considerable attention and encouraging progress has been made. The reports show that there are now a large number of country schools in the State that have adopted a definite course of study. It has been over four years since the course published in the *Daily Register* was first recommended to district boards of ungraded schools, but little seems to have been done until last year. The results are, the pupils are better classified, a more uniform series of books are used, while more efficient work is performed by both teachers and pupils.

More interest than usual during the past year was manifested by the schools of the State in tree-planting. Many trees were planted through their instrumentality, not only on school grounds but upon other public grounds.

Never before in the history of the State has there been a greater supply of excellent teachers. There is a constant influx of teachers from all parts of the Union seeking positions in the schools. As many as fifty names at a time were enrolled of those seeking an opportunity to teach, and no situations were vacant.

CONNECTICUT.

The following facts relating to teachers are of special interest:

1. (a) There are 1,631 schools, requiring 3,038 teachers; (b) of these, 561 are men and 2,477 are women; (c) four hundred beginners are required every year. If the same proportion as above prevails, 74 would be men and 326 would be women.

2. The following is a partial summary of teachers' wages for the past year:

Average wages per month of male teachers.....	\$69 89
Average wages per month of female teachers.....	37 97
Number of teachers whose average wages were—	
\$20 or less per month.....	153
\$20 to \$25 per month.....	508
\$25 to \$30 per month.....	500
\$30 to \$40 per month.....	907
\$40 to \$50 per month.....	634

3. In some districts schools are not in session longer than six months, in very many not longer than eight months. There is no certainty of regular employment. Frequently three teachers, one for each term, are employed in the six or eight months.

4. Employment is not regulated by ordinary business considerations. The following are some of the influences which determine selection of teachers:

- (a) Relationship by birth or marriage, without regard to any other consideration.
- (b) Alliances in politics and church.
- (c) Misfortune, amiability, the desire to do something dignified, or to fill up unoccupied time.
- (d) Locality; none out of town or district are considered.

5. Deducting those who have special training, 300 beginners, or one-tenth of all the teachers in the State, have not the exceptional ability which would enable them to command high wages. Indeed, very many from their youth and ignorance are positively certain not to have any teaching ability at all and cannot expect to receive high wages.

6. There is a great scarcity of teachers who have education and training, and the demand for skillful teachers is far greater than can be met.

The Normal School has on its rolls the largest number of scholars reported since 1859. The coming year will also show the largest number of graduates in the history of the school.

The Normal School has given especial attention to training in elementary science, with a view to introducing this, or at least its methods, to the common schools. With this purpose elementary science is taught in the model schools and the graduates are thus able to give instruction to children in this important field.

The system of normal training now comprises a large Kindergarten, four school rooms on the Normal School premises, and five rooms in adjoining towns. Three of these rooms contain pupils of the highest grammar grades, and in the others are children of primary and intermediate grades. The training, therefore, covers all the grades of teaching below the high school.

In the three years past the Normal School has been largely instrumental in bringing to the notice of teachers throughout the State:

- (1) The value of Kindergarten ideas and occupations.
- (2) The value of elementary instruction in science and the possibility of carrying out such instruction in the common schools.
- (3) An entirely new and now almost universally approved plan for mental work in common and decimal fractions.
- (4) A better and easier way to teach penmanship.
- (5) The subject of phonics, advanced reading and gymnastics; and,
- (6) A systematic and legitimate use of occupations, or busy work bearing upon every part of primary work.

DELAWARE.

Considered as the growth of ten years, the Delaware system of "Free Schools" is a most gratifying work. Never before has public sentiment been so strong in favor of the support of free public schools as to-day. The press of the State is a unit in their favor. The leading men of all parties and of all religious denominations acknowledge and defend the truth that the State has duties as well as rights, and foremost among them is the duty of securing a good common-school education to the children of all classes.

The increase of interest in the free schools is evidenced by the number of beautiful and commodious houses that have been erected during the past year in the three counties of the State; the old, comfortless, home-made desks that have given place to new and improved school furniture; the willingness with which the people have in many of the town and rural districts used their influence to obtain good school apparatus and efficient teachers, and the manifest general desire to elevate the standard of free education.

It is impossible to set forth in a brief way the good results of the county institute. In this State, especially, is its value incalculable. There is no normal school for the training of those who desire to become teachers; therefore, the young who enter the profession are almost wholly unacquainted with methods of teaching. Hence, the county institute serves as a substitute for the normal school. In all these meetings the very best talent in the shape of institute workers and lecturers which the available funds would allow have been summoned to assist in the work, while some prominent educators outside the State have given their services free of charge.

Prominent among the hindrances to the efficiency of many of the schools are: The want of permanency of employment of teachers, a misapprehension on the part of many parents and school commissioners of the real objects of the schools, and, in some places, the lack of trained teachers.

FLORIDA.

The growth and advancement made in the public-school system of the State is apparent not only in numbers of schools, the attendance of pupils, and interest on the part of the people everywhere, but also in the excellency of the work done and the increased efficiency of the teachers, coupled with a most laudable ambition on their part to excel in everything that tends to make up a real teacher.

Much of this growth, advancement, and efficiency, and excellent result, is the outcome of the liberal provision made by the Legislature for the support and maintenance of all the machinery of the system.

The increase in the number of schools for 1886 over 1884 is 415 schools, with an increased total attendance of 12,686 pupils.

In February, 1886, there was assembled the first State Teachers' Institute and the first convention of county superintendents ever held in the State. A State Teachers' Association was formed and regularly organized, and the beneficent influences of this State Institute have been patent throughout the year.

GEORGIA.

The census of 1880 makes the alarming exhibit that there are in Georgia 128,000 white persons over ten years of age and 392,000 colored persons of the same class, making a total of 520,000, one-third of the entire population, who cannot write their names. Words cannot give as much emphasis to the necessity of an efficient State system of common schools as is given by these facts. In view of them it is pertinent to ask what has the State done to meet this necessity? Public schools have been in operation fifteen years. The increase in attendance has gone regularly forward, and from year to year small additions have been made to the fund. In 1885 71 per cent. of the white school population and 49 of the colored, 61 per cent. of the entire population, white and colored, were enrolled in the public schools.

The gross school fund of 1885 yielded \$1.63 per capita of enrolled children, and \$2.42 per capita on average attendance. After deducting all expenses the actual amount that went toward paying for teaching the children was \$1.54 on each pupil enrolled and \$2.29 on average attendance. This sum was sufficient to keep up the schools for something over two months, and they were kept in operation for three months only by force of a provision of law which compels patrons to supplement. The superintendent farther says: "The State ought now, in my judgment, to make provision from her own resources for a four months' school."¹

The State makes no provision for normal schools or teachers' institutes, but the trustees of the Peabody fund have expended liberally of their available fund in Georgia for both objects.² The opinion of those in attendance on the Peabody Teachers' Institute of 1886 was almost unanimously favorable. The following memorial to the Legislature was circulated among those present for signatures, and was signed by all to whom it was presented:

"In view of the great need of institute instruction among the 7,000 teachers of

¹ State Report, pp. 11, 12.

² *Ibid.*, p. 17.

Georgia; in view of the good work which has been done by the Institute held in the city of Atlanta during the month of August, in the year 1886; in view, moreover, of the fact that the appropriations from the Peabody fund, by means of which the Institute has hitherto been wholly supported, will most certainly be discontinued unless some corresponding appropriation is made by the State: We, the undersigned, do hereby petition the Legislature of the State of Georgia to make such an appropriation as will, during the ensuing years, continue and increase the work now being done."¹

ILLINOIS.

The superintendent of public instruction earnestly recommends the change from the present district system to the township system in school administration. The following reasons are assigned: (1) Under township organization for school purposes, the work of 22-34 officers could be performed by five persons elected by the township at large, and performed better and more to the satisfaction of the people of the township. (2) Inequality in the taxation for school purposes would be remedied. In the same township there are districts now paying 25 cents or less and others paying 200 cents on the \$100 of the assessed valuation. (3) The 11,500 elections for directors throughout the State would be dispensed with. No class of elections causes more feuds and animosities than school elections and consequent litigation. (4) Grading the county schools, which is now done under great difficulties even in the best situated counties, would thus be solved naturally.

During the past three years the institutes in the different counties of the State have become a mighty power for good, not only in advancing the scholarship of the participants, but also in fostering more rational methods of instruction, and, what is not to be under-estimated, in arousing a greater interest among the people in behalf of the public schools and public education generally. And since the conduct of these institutes imposes no burdens upon the tax-payers, but all expense is borne by the teachers themselves, and the results are such as to convince the people of the advantageous effect of this agency, it is to be hoped that the law on the subject may remain in full force until something better and more lasting may take its place.

Whenever the teachers of the State had an opportunity of expressing their approval of the recent amendments to the school law respecting the county superintendency, they have done so in the most unqualified terms. Heretofore only a few favored counties gave their superintendents time to visit schools and pay therefor; in the rest of them the county superintendent was reduced to a mere clerk, who had to keep accounts, to conduct teachers' examinations and grant certificates, and to make reports. Now all over the State the county superintendent is what his name implies—an overseer of the schools of the county—and this happy change for the better should be felt in the remotest nooks and corners, thus tending to equalize the benefits of education and making the population of the State more homogenous.

INDIANA.

The experience of past years is convincing that there is not only a place among educational institutions and movements for such an organization as the State Teachers' Reading Circle, but that the present organization evinces gratifying indications of permanency and usefulness. It must be understood that the course implies more than a mere reading of the work suggested; it is designed that it be carefully studied. The action of the state board of education in giving credit for reading circle work in the science of teaching was on the presumption that the work should be carefully and faithfully pursued. Following is their action: "Ordered, That the Reading Circle examinations in the science of teaching be accepted by the county superintendent in the place of the county examination on that subject, and that the average of their four successive yearly examinations in the science of teaching be accepted by the State board in the examination for State certificates."²

Educational associations of all kinds are numerous in Indiana, and they are generally well sustained by the teachers and the public. In many counties the teachers keep up active and useful organizations, meeting once or twice a year. The county superintendents meet annually in general convention, and those in different parts of the State have occasional meetings for consultation and discussion. The city and town superintendents in like manner maintain several organizations. The three most important institutions of this kind are the Indiana Teachers' Association, the Northern Indiana Teachers' Association, and the Southern Indiana Teachers' Association.³

How to secure the best text-books for the schools at the least expense is a question that has been much discussed in the State of late years by practical teachers and school superintendents, as well as by Senators and Representatives in recent sessions of the General Assembly. The evils of frequent changes, of want of uniformity, and of heavy expense are generally recognized. Indiana is fairly free from the first two of these evils. The county boards of education prescribe what text-books shall be

¹ State Report, pp. 23, 24.² Ibid., pp. 143-144.³ Ibid., p. 161.

used in the schools under their jurisdiction, and books cannot be changed within six years from the date of their adoption except by unanimous vote. Thus are secured uniformity of books within each county and as much permanence as is consistent with progress. But the third named evil—the heavy expense of books—deserves careful consideration.¹

Very little legislation in regard to the public schools is needed at this time. The educational system is a vast organized institution, the result of growth through nearly half a century. At first every school district was independent, with a school board of its own. This plan was found to be ineffective, wasteful, and extravagant. All the districts of the township were, therefore, united into a school corporation under a single responsible trustee. This is a great step in advance. Order began to prevail and some life appeared in the schools. A State superintendent was next elected. He systematized the management of the funds and revenues and began to stimulate the schools. The State board of education was reconstructed, making it an educational body in fact. It began to plan and direct the school work. Finally the county examiner was made the county superintendent, thus giving unity to the schools of each county by placing all the towns and townships under a single directing head, and also giving unity to the entire State by creating an agency through which the State board and superintendent could reach and influence every school in every township. In proportion as this development has gone on the schools of Indiana have improved, until it is believed that now something like an adequate return from their great outlay for the support of education is received by the people.²

KANSAS.

The National Educational Association, which met in the city of Topeka in July, was a notable gathering of the most eminent educators of the United States, and one of the largest ever convened in any country. Its effect upon the teachers of the State has been to awaken a fuller realization of the magnitude and importance of the work in which they are engaged, while its general influence for good is felt by all ranks of society.

The State Teachers' Association, which meets during the holiday vacation, is accomplishing much in the way of stimulating professional pride among the teachers and elevating the educational standard. The ablest teachers are always present, and the general interest is manifest in the numbers that attend.

Normal institutes have been held in eighty-four counties during the past year. There seems to be no more potent means for improving the teachers of the common schools, and thereby improving the instruction in the schools, than the system of county normal institutes affords. Each year shows a larger attendance, greater interest, and more efficient work.

There is an increasing demand from the patrons of the ungraded schools for better facilities for higher education, and a strong desire to have the school system so unified that it will enable the public schools to fit their students to enter the higher State institutions of learning.

MAINE.

The conclusions deduced from the analysis of statistics may be broadly and briefly summarized as follows: (1) The gross and net quantity of work done in the common schools for 1885-'86, as compared with that of the preceding year, when measured by attendance upon, and length of schools, was practically unchanged, though the former factor indicates increase and the latter decrease. (2) The quality of work done as affected by character of schools, of teachers, of text-books, and other school appliances, of management, of school-houses, and of supervision, was very considerably superior to that of the preceding year. (3) These results were attained at but slightly increased cost.

"As is the teacher so is the school." And yet to get the cheapest work, to make places for family connections or personal friends, "to keep the money in the district," are often the grounds upon which selection of teachers is based, while the well being of the school is made a matter of secondary importance.

It is significant that 7,596 different teachers are annually employed to teach (or "keep") 4,878 different schools; and that 1,165 untried and untrained teachers are annually put in charge of one to every four of the schools in the State. But these lamentable facts are due to the generally prevailing system of school management. Were human ingenuity incited to its utmost in an effort to invent a system of management for making the schools the most inefficient possible, so far as should depend upon the selection of teachers, the consummate flower of such effort would be the school-district system. Not till it is utterly rooted out by legislative fiat will the best available teachers be sought and retained.

The system of supervision is defective in several regards. The selection of the instructor is in the hands of the district school agent who has no directive power over

¹ State Report, p. 180.

² *Ibid.*, pp. 190-191.

the instruction of the school; no authority to investigate thoroughly the fitness of the person selected; and, in nine cases in ten, is incompetent to make such investigation. The work of instruction is under the inspection of the school committee or supervisor, having no direct control over the selection of the instructor. From this division of function it comes to pass that neither party feels full responsibility for the success of the school, and neither has full authority to compel success.

In order to bring about certain needed reforms, the State superintendent suggests the following changes in law: (1) A more efficient law for compulsory attendance. (2) A law fixing the minimum annual lengths of all schools. (3) A law summarily abolishing the school-district system in all towns in the State. (4) A law to make more efficient the local supervision of the schools. (5) A law compelling all towns to furnish free text-books.

MARYLAND.

With the exception of Baltimore County, three-fourths of all the teachers in the State have had no special training for their work, and therefore the office of the county examiner (superintendent) is one requiring the brightest intelligence and the warmest zeal.

In the city of Baltimore, as in many other large cities, the teachers are elected for a year. At the end of the school year there is, by hypothesis, a general vacancy, and the school boards re-elect at least nine-tenths, probably ninety-nine one hundredths, of the former incumbents. In the counties a different method obtains. When a teacher is appointed to the charge of a school he is appointed for no definite term. When he wishes to leave he gives thirty-days notice of his intention, and at the end of the thirty days he is free. If the trustees wish him to leave they give him thirty-days notice. In this way the teacher's mind is relieved and there is no scramble for places at the end of the year.

The State Normal School has enjoyed another year of prosperity, if numbers (272) are a sign of success.

MASSACHUSETTS.

There is no principle of the educational system more jealously to be guarded than that of local control and supervision; and it is the towns, and towns alone, that can properly be entrusted with the education of its children.

About sixty towns of the Commonwealth are provided with public-school superintendents. The schools of the remaining two hundred and eighty-seven towns are under the supervision of school committees.

The palpable obstacle to improvement is in the poverty and isolation of the smaller towns. Yet no one measure is more imperatively demanded in the growth of the educational system of the Commonwealth than the extension of the principle of superintendency to the smaller towns and villages. It is entirely possible that several neighboring towns and villages should combine to maintain a superintendent, whose duties would be substantially the same as those of one placed over an equal number of schools contained within a single large town. Surely the time is ripe for such a movement.

But how are the superintendents to be trained? The answer is, in the colleges where chairs of pedagogy are maintained, and especially in the normal schools. It is impossible, under present circumstances, to supply every school with a good teacher; but there is no serious difficulty in the way of placing a well-trained superintendent, of either sex, in every town in the State.

The public statutes require every town to make all needful provisions and arrangements concerning habitual truants and children between the ages of seven and fifteen years, who are out of school, idle, and not subject to parental control. Suitable places are to be provided for their confinement, discipline, and instruction. Hampden County has provided such a school, and it is accomplishing good results. It has diminished the amount of truancy in the county, and has furnished to its pupils as good quality of instruction as that given in the public schools. It does not appear from the returns that the towns have all complied with the spirit of the truant laws.

The school law provides that books and all school supplies shall be purchased by the committee at the expense of the towns. The advantages of the free text-book system are: (1) Economy of time and money. There are no long delays in organizing the classes, and experience has proved that the expense of books and supplies is reduced nearly one-half. (2) The new system furnishes a good occasion for training the children to take good care of those things not their own, but which they are allowed to use. (3) It has, without doubt, increased the attendance upon the schools more than ten per cent.

Before the act of 1884 was passed, sixteen towns in the Commonwealth had voluntarily adopted the free text-book system. In all cases of fair trial, the most satisfactory results have been produced.

MICHIGAN.

The current record and statistical history of the schools present a highly creditable exhibit, and lend countenance to the assertion "that our common schools and schools of higher learning have taken rank with the best in the world."

The enrolment at teachers' institutes was larger than that of any preceding year. And yet only one-third of the teachers of the State reported at the institutes. Of those teachers holding State or normal certificates, there was an attendance of fifty per cent.; of those holding first-grade certificates, seventy per cent.; second grade, forty-five per cent.; third grade, forty-six per cent.

The work of the State Teachers' Reading Circle has received recognition from the State board of education in the preparation of examination questions for county examinations, the questions being partially based upon the texts adopted in the course of study. The county school examiners, at Lansing, have adopted the following recommendation: "That for work done in the State Teachers' Reading Circle by an applicant for a certificate and accepted by the central committee, the examiners add at least one per cent. to the general average for each book read or part of the work so done."

MINNESOTA.

Minnesota may claim justly not only that she has schools of all grades, but that they are so related that each department, grade, or class is adapted to and contributes directly to the efficiency of the others. The system of schools may be likened to the elevator of a tower or palace. The car stops at every floor; the multitude may get out at the first, but the car moves on, and lands every one as high up as he cares to go.

In all departments there has been uninterrupted prosperity. Efficient management, hearty co-operation, and hard work have made them more comprehensive in plans and firmer and better defined in their several lines of instruction.

During the past two years the experiment has been made of giving to the teachers of graded schools the professional aid which would be equivalent to that afforded to common schools in the regular institutes. The plan is to send to each school for one week, as previously arranged, an experienced instructor in normal methods, to act under the direction of the superintendent of the school, and to give him or her time for visiting classes, conducting recitations, holding teachers' meetings for the discussion of subjects taught, methods in teaching, discipline and organization, and in giving such criticisms as may be acceptable.

The defects of the common-school system of Minnesota, comprehensively stated, are a lack of thorough organization, by which the influence and intelligence of the whole are brought to bear upon each part, by which the wise may direct the ignorant, the rich help the poor, and the energetic and progressive urge forward the more sluggish. Then, again, large sections exist in which there is little or nothing American, either in language, intelligence, political ideas, and little or no sympathy with our institutions. The children of these districts attend no schools, learn no English, and give little promise of becoming better citizens than their fathers.

There seems to be no substantial aid gained from the law on compulsory education. Several superintendents have undertaken to enforce it, but the results have not been permanent. The reasons of failure have been (1) defects in the law; (2) the difficulty inherent in this method of improving the people.

MISSOURI.

In a great State like this, with more than ten thousand school districts, differing in population, wealth, and culture, there will, of necessity, be found various grades of schools, ranging from the very best regulated to those the most poorly conducted. Under the law the public schools are classified as primary and advanced, or, as commonly designated, primary and high schools. The term "primary schools" is not used in the sense of "primary department" in a graded school, but simply includes the branches required to be taught in all the public schools of the State; they are the common schools of the country district and the ward schools of the cities or towns. These primary schools are, by far, of the greatest importance in any system of public schools that may be inaugurated; for in them must be laid the foundation upon which all future advancement must depend. In them the greater portion of the youth will receive all the benefits they can derive from the public schools; the past and the present constitute somewhat of an index for the future, and statistics show that a very small proportion of those over sixteen years of age attend the schools, while a large number never advance further than the primary schools. Notwithstanding the importance that necessarily attaches to this grade of work, too little attention has been given to the employment of teachers to give instruction in this department of the school work.

In many of the town and city schools the best of results have been secured by placing well-qualified teachers in charge of the rooms wherein this grade of instruction is given. This work generally requires about seven years, or covers seven grades, numbered from the "primary department" to the seventh grade.

Many well-qualified teachers are employed in the rural districts, and are doing a work that will tell for good in future years. As a general thing these schools are not graded; too many pupils are crowded into one room; too many classes are required; the attendance is irregular; a proper gradation cannot be secured nor strict discipline enforced. Yet, despite these discouraging features, thousands of children are being well taught in the elementary branches.

The greatest hindrance to the primary schools arises from the employment of incompetent teachers; they secure the lowest grade of certificate, and offer to teach for less than a good teacher will work; they know nothing about teaching, but they must do something; and it often happens that they secure their certificates through the plea of misfortune and poverty more than on account of qualifications.

In the large cities and towns, and in many of the smaller towns and villages, prosperous graded schools are maintained for eight, nine, or ten months in the year; and nearly all support a high-school department for two, three, or four years. They are controlled and managed by superintendents or principals. The superintendents devote most of their time to general supervision of the schools under their charge, while the principals are required to perform the double duty of supervisor and teacher at the same time.

NEBRASKA.

The material development of the State has been rapid, and the educational work has kept even course with it. There is a grand public spirit existing in regard to education and the work will go on to better advantage in the future.

Among all the States which have received educational land grants from the regular Government, Nebraska, in the management of her portion, has furnished a very conspicuous example of wisdom and forethought, not only from an economic point of view, but also from the fact that of all States in the Union this State shows the smallest percentage of illiteracy.

For the purpose of comparison a brief summary of the condition and management of educational lands and funds of the State most nearly related to Nebraska by location and otherwise, will not be without interest.

Missouri.—Permanent fund, \$10,284,000; annual interest on the permanent fund variable, sometimes reaching \$800,000; minimum price of land, \$1.25 an acre.

Indiana.—Permanent fund, \$6,328,690.89; annual interest, \$665,262.11. The State has borrowed and pays interest at the rate of 6 per cent. on \$3,904,783.21. The remainder is loaned on real estate at 8 per cent., and is managed by the county auditors.

Minnesota.—Permanent fund, \$7,250,000; annual interest, \$335,000; minimum prices of lands by statutes of 1878, \$5.00 per acre; estimated future of fund, \$18,000,000.

Iowa.—Permanent fund, \$4,127,510; minimum price of land, \$6.00 per acre, but may be sold at an appraised value not less than \$1.25 per acre; fund distributed to the counties, which pay the State 6 per cent.

Kansas.—Permanent fund, \$4,000,000; estimated future maximum, \$10,000,000; annual interest, \$400,000; minimum price of land, \$3 per acre.

Michigan.—Permanent fund, \$3,838,728.27; the annual interest amounts to \$260,833.32; by the statutes of 1882 the minimum price of the common-school land was fixed at \$4 per acre; the minimum price of the university lands was fixed at \$12.

Ohio.—Permanent fund, \$3,826,171.27; estimated future maximum, \$4,000,000; annual interest derived, \$229,452.76.

Wisconsin.—Permanent fund, \$2,953,528.58.

Tennessee.—Permanent fund ascertained and declared by law to be \$2,512,000 which constitutes an irreducible debt of the State and bears 6 per cent. interest.

Colorado.—Permanent school fund, \$151,457.53; unsold land, 2,500,000 acres; minimum price of land, \$2.50 per acre; the State pays interest at the rate of 6 per cent on the permanent fund.

Nebraska.—Permanent fund, \$4,904,119.21; annual interest, \$391,552.60; minimum price of land, \$7 per acre; estimated future maximum fund, \$20,000,000.

In order to cultivate habits of thrift and economy among children there has been considerable agitation, in this and other countries, of the question of establishing savings banks in connection with the schools. This system has been introduced in Nebraska in the city of McCook, and its working is as follows: Every Monday morning deposits are received from the pupils, each depositor receiving credit upon the weekly card with which each is furnished. This card is always presented when a deposit is made. The whole amount is passed to the principal, who, as treasurer, enters each deposit in a special book, the only one required, kept for the purpose. This is all that is done in the school. Details are left to the discretion of the teachers. The principal, at the close of the school, places the whole amount in the bank, where it is received and deposited in the usual manner. Once a month he presents to the bank a list of the names of the depositors with their respective amounts which are duly recorded in the books with which the bank supplies the depositors. No money is to be withdrawn except by signature of parents, principal, or guardian. Deposits may be made during vacation directly in the bank. The bank books are kept by the prin-

incipal in a secure place, but if desired may be taken home by the pupils for parental inspection. The time usually consumed by the work is fifteen minutes, which can easily be spared once a week in view of the important objects to be attained.

Out of 250 pupils the following is the record for the first month:

	Depositors.	Amount.
October 4.....	32	\$1 38
October 11.....	57	8 62
October 13.....	71	12 59
October 25.....	74	15 40

The State superintendent presents the following recommendations: (1) A change in the law relative to the apportionment of school moneys; some districts have more money than is needed for ten months of school, while other districts have not enough money for so many as five months. (2) That the rate of State school tax be increased. (3) That every school district be required to expend every year from \$15 to \$50 for a library. (4) That a normal school be established in Nevada. (5) That the Indians of the State be educated.

NEVADA.

Much of the school legislation of the State was enacted nearly a quarter of a century ago; it met the exigencies of pioneer days, but it is not such as the present demands.

The State Teachers' Institute has done for progressive education in Nevada more than all other influences combined. The effects are now felt in every school in the State.

County-school supervision in Nevada is a failure. One supervisor, energetic and capable, could do more to introduce into the schools modern methods of teaching than is now done by the fourteen county superintendents. This stricture does not apply to officers as such, but rather with the law fixing their salaries and defining their powers and duties.

NEW HAMPSHIRE.

An act approved August 13, 1885, to abolish the district system and establish the town system went into effect March 1, 1886. New Hampshire is the third New England State to adopt this system, which was virtually enjoyed by the cities and larger villages for some years previous. The law makes the town (as at the first) the political unit of the State. "Prudential committees can no more employ relatives and favorites as teachers, regardless of qualifications and character, nor will it be possible for antagonistic town and district officers to engender strife and shirk their respective duties by saddling their responsibilities upon each other." No one can fail to see that the new law, while it may slightly restrict the privileges of a few, is framed in the general interest, and especially of the sparsely-settled districts.

NEW YORK.

The aggregate attendance upon the common schools of the State does not increase in proportion to the growth of the population, notwithstanding the "compulsory-education act." Many plausible reasons are assigned, the principal being that the school trustees, serving without pay, are loth to personally enforce the law, and that the buildings now in use are already quite full, in the majority of cases no accommodations existing for more scholars. Truancy and the indifference of parents cause much trouble, and it is proposed to remedy the former by the establishment of a State reform school, and the latter by the passage of a free text-book law.

A new normal school was established at New Paltz in February, 1886, and 152 names have already been enrolled. This is the ninth institution of the kind opened in the State, and all are in good hands and doing excellent work. The demand for their graduates as teachers is gradually increasing, and the necessity of a special course of training to the equipment of a good teacher is now generally recognized. In the cities and large towns training schools are generally maintained and accomplish good results in their vicinity, but in the villages and rural districts the need of well-trained instructors is still greatly felt.

There is not yet enough uniformity in the normal schools, and as long as they are conducted by the State in partnership with their respective counties this will be difficult. The communities that raised large sums of money to erect suitable buildings, that such schools might be established in their midst, receive much consideration, and the granting of local claims has not always resulted in benefit to the general educational system of the State. The standard of qualification for admission is too low, and too much time is spent in foundation work that should have been done before admission; a reform in this respect is proposed. The buildings at Oswego, Buffalo, and

Cortland have been extensively repaired, and that at Genesee is now undergoing improvement. At Potsdam the building has received an addition that adds greatly to its utility, and makes it one of the best in the system.

For more than forty years it has been customary to annually assemble the teachers of each county in institutes lasting two weeks, for instruction in methods of work. Many objections have been urged against this plan, specially since a law was passed in 1855, compelling the closing of the schools while the institute was in progress. Defects have existed in the manner of conducting the institutes, and it is hoped that when these are removed and more effective organization secured, good results will be accomplished, and the objections against the plan removed.

The system of granting teachers' licenses by local officers has proven to be a pernicious one, and results in the licensing of too large a number of persons and many very inefficient ones. It is proposed to abolish the system entirely and substitute examinations by city superintendents and school commissioners upon uniform question papers prepared by the State department.

In four of the large cities annual examinations of great severity have been held for applicants for life certificates, which license the successful candidates to teach in any public school of the State. In 1886, 125 were examined and 33 of the number obtained certificates.

The salaries of teachers in the cities and larger towns are usually ample and promptly paid, but this cannot be said of the villages and outlying districts as a rule. It too often happens that teachers in the country do not receive their small pittance until months after the work has been done, and it is proposed to remedy such injustice by legislation as far as possible.

There has been too great a tendency on the part of many school officers to adopt new methods of teaching, solely for the sake of novelty, and to show too little regard for thoroughness in instruction. Too much attention has been devoted to the advanced classes at the expense of the younger pupils, and several branches formerly considered absolutely essential have in many cases been virtually dropped in following specious theories that produced no good results.

The State does not control any institution for manual training, and it is doubted whether the establishment of such a school under the direct supervision of the State authorities would be altogether wise, although it is thought that inducements might with propriety be held out to localities to open schools of that kind.

By an act of the Legislature, passed during 1885-'86, arrangements have been made with the National Museum of Natural History by which courses of illustrated lectures upon anatomy, physiology, zoology, and other subjects will be delivered to the teachers of New York City and Brooklyn and to all the normal schools of the State. The new plan is considered to be of great future importance in educational work.

In the matter of buildings there has undoubtedly been a great advance in the last year. The new houses that have been erected in the cities and towns have been almost invariably excellent, but not so in the rural districts, where many of the huts occupied by schools are deficient in every respect. A reform is suggested in the manner of inspecting buildings, and a plan proposed for furnishing free plans and specifications for houses of low cost when needed by country districts.

A permanent educational exhibit was established in August, 1886, in the capitol at Albany, for the purpose of displaying the text-books and apparatus used in the schools, and to show the progress of educational work generally. Numerous contributions have already been received, and only the provision of a suitable room for the display, by the Legislature, seems necessary to the success of the undertaking.

The problem of educating the Indians on the reservations in the State has shown itself to be a difficult one. It is hard to secure good teachers willing to undergo the hardships that are inevitable, and incompetent persons have in some instances been sent as educators to tribes that are almost totally lacking in desire for improvement and that should have the services of superior teachers.

One hundred and thirty-six deaf mutes and 32 blind children were appointed during the year as pupils in those institutions to which the law authorizes appointments to be made. A total of 991 State pupils were instructed at the institutions for the deaf and dumb, and for them \$220,529.79 were paid. The whole number instructed by order of the State at the Institution for the Blind was 230, costing \$48,769.45.

NORTH CAROLINA.

The comparative summary of statistics for the years 1885 and 1886 shows that progress has been made. But one of the lamentable considerations is that so many of the poorest people do not avail themselves of the school facilities afforded them.

Both the normal school and institute statistics show large attendance, and imply, what is the truth, that the teachers are improving.

While quite a number of school-houses have been built during the two years, the figures show that the valuation of school property is very small, and that the State is sadly deficient in this item of prime importance.

The superintendent of public instruction sums up the educational needs as follows: (1) Longer school terms, which will require more money; (2) active and competent superintendents in all the counties; (3) permanent normal schools for the preparation of competent teachers; (4) a better sentiment in favor of public education.

OHIO.

The State of Ohio bestows the benefits of public education on all classes of her citizens. In the common schools all her youth, except those in need of reform and such unfortunates as the blind, the deaf and dumb, and the feeble-minded, may extend their studies in language, natural science, and mathematics until they are prepared to enter college work. Three State colleges open their doors almost without charge for tuition to those who have been graduated from good public high schools, and these colleges are soon to provide professional education on the same liberal terms. At Xenia, in the Soldiers' and Sailors' Orphans' Home, the children of those who died in the service of the nation are given an education so practical that it combines both mental and industrial training.

County children's homes, supported by public taxation, have been very generally established in Ohio for destitute children of tender age. Besides this, there are within reach of all the people public libraries containing more than a million books which, by their distribution, complement the grand work of public education in the State. Indeed, so far-reaching is the educational policy of Ohio that it extends to all the reformatory institutions. In Fairfield County is an industrial school for boys who need restraint. A similar school for girls is located in Delaware County, and at Mansfield the experiment of reforming youthful criminals by means of the application of sound educational principles is to be made in an "intermediate penitentiary." For the support of common schools alone the State expended in the year 1885 more than \$10,000,000, of which amount \$7,200,000 was raised by local taxes voluntarily imposed. Experience has taught the people that public education pays, and that money invested in good schools unfailingly produces an abundant harvest of all those elements which are necessary to the lasting prosperity and happiness of the children. As public education is more liberally supported in Ohio than ever before, so the results of public education are more gratifying than they have been at any former period in the history of the State, and the progress made is praiseworthy and encouraging.

Private schools have for many years been liberally patronized. Academies, seminaries, and denominational colleges are found in every quarter of the State. Professional education does not receive much attention from the State government, but in various private institutions law, medicine, and theology are well taught. The State examinations for admission to the bar have done much to encourage thoroughness in the study of the law. A similar arrangement for those who are candidates for the degree of Doctor of Medicine is recommended by prominent physicians and other influential citizens. On the whole, the private schools of the State are making progress, and they constitute an invaluable part of the educational economy.¹

OREGON.

The statistical summaries indicate a marked improvement in the public-school work of the State.

Some of the good results of the institutes are apparent in many ways: a growing public sentiment in favor of better qualified teachers; more thorough and practical work in the school-room; the improvement of teachers intellectually and professionally; an increased attendance at county institutes and local meetings, and more general interest in educational work.

The school system of the State is yet in a formative condition. This is seen in the amendments that are made, from time to time, to the school law. But of all weak points in the latter the "private examination plan" and the "renewal system" are the very worst and weakest.

PENNSYLVANIA.

The number of schools is keeping pace with the natural increase of population, but there is a tendency throughout the State to decrease the number of pupils under the care of one teacher. In 1876 this number was 47; it is now 44.

There is only *one* county whose average school term is not over five months, against *sixty-six* counties whose average is above five months, and *forty-one* counties whose average is above six months.

Within a few years the relative proportion of male and female teachers has rapidly changed. In the report of 1880, excluding Philadelphia, the male teachers numbered 9,655, and the female teachers, 9,650. In 1886 the number of male teachers was 8,707, and the number of female teachers, 12,313. The main causes of this rapid change are, first, the increased attention given to primary instruction by means of the graded

¹ State School Report, pp. 376-377.

schools, and, second, the lower salary paid to female teachers. But in order to secure the very highest talent attainable these salaries must be greatly increased. The average monthly salary of female teachers, excluding Philadelphia, is now only \$29.41. This is by far too small for efficient teachers, and quite too large for poor ones, if measured by educational results.

As to the normal schools, the large supply of teachers required for the educational work of the State, and the very low average of salaries given, make it difficult to lengthen very much the present term of study. Some, with great earnestness, have advocated the addition of another year. In due time this will come and be of immense account in enlarging the sphere of professional studies, and giving opportunity for more definite and continuous model practice. The number of scholars who have attended these schools since their foundation is now 67,073.

It is plain that all the teachers cannot have the benefit of a professional training. The number is too great to expect this; but they may gain knowledge and inspiration by attending the teachers' institute. We note particularly the large and increasing membership, reaching nearly 18,000, the vast body of spectators numbering more than 30,000.

RHODE ISLAND.

In relation to the general condition of the schools; there is a very perceptible advance in the methods of teaching, routine has less sway than formerly, the work of the school-room is connected more with the outside world, a form of instruction is being shaped very clearly by the thought that it is preparation for life, the higher motives are being held up before the children, there is a deeper sense of the responsibilities of the position of teacher, and more earnest efforts to make permanent impressions upon their charges.

Among the pupils, as a general rule, there is a better spirit, more of a disposition to unite *with* the teacher, instead of *against* him, more comprehension of the meaning of school and education, more readiness of mind to grasp and handle ideas, more facility in the solution of common problems in every day life, more general knowledge and more interest, consequently, in their studies.

Improved methods of instruction are particularly noticeable in the branches of geography and history. The pupils are being led to study the *subject*, rather than the text-books. These are not discarded, but are used as guides in the pursuit of the general topic. Books of reference, both of a direct and of an indirect nature, are supplied for the pupils, and they are taught how to search for a fact or a truth, and are thus led up to the enjoyment and appreciation of original investigation and study.

The study of physiology, under the impulse of the law requiring that instruction therein shall be given in all of the schools, has made very commendable progress. Specific text-books have been adopted in nearly all of the towns, and classes have been formed in the grammar schools and among the older children in the ungraded schools. In the high school it has always been studied. In the lower grades of schools little has been done, as yet, except in the direction of simple, practical talks upon the subject by the teacher.

SOUTH CAROLINA.

In no portion of this educational field are the signs of progress more striking than that occupied by the public schools. With a steadiness truly wonderful the enrolment of pupils has risen from 30,448 in 1870 to 183,966 in 1886, and the average attendance, which is a better test of the actual work, has risen without a break from 101,816 in 1882, when first recorded, to 126,696 for 1886.

The desire for the establishment of the well-organized graded-school system is widening and deepening year by year. The economy of the system, the freshness, thoroughness, and facility of the teaching done under it, the improvement in discipline and general results, are so convincing that its adoption by all the towns in the course of a few years may be safely predicted.

The most cheering fact in this survey is the well-marked improvement in the teachers. Among a large number of them there is now manifested more professional interest, a keen desire for self-improvement, and a more eager purpose to master the best methods of teaching. All of these encouraging features are unquestionably the direct results of a few slight changes in the law, a progressive raising of the standard of examinations, and the influence of the State and county normal institutes.

TENNESSEE.

After making all allowance for the imperfect records of preceding years, it is evident that the past year has witnessed a large increase in the average daily attendance over any preceding year since the establishment of the public schools. This increase is largely in excess of the increase in scholastic population or enrolment.

Many of the county superintendents have shown great energy and ability in organizing and conducting institutes. The number held during the past year was 443; an increase over the preceding year of 94. The effect is seen in the steadily increasing

skill of the teachers, the greater zeal of the directors, and the growing popularity of the public schools in those counties where they were held.

The feature of all others which gives the most encouraging sign of improvement during the past year is the increase in the number of graded schools. The schools of all the cities, and of many of the towns of the State, are now completely graded. A considerable number of the country schools are graded.

The greatest defect in the educational system of the State has always been the neglect of the primary departments and the imperfect methods used in primary instruction. Nothing will do more to benefit the primary work than the establishment of a uniform system of grading the schools.

TEXAS.

Notwithstanding many serious difficulties have attended the administration of the public schools during the two scholastic years just ended, the cause of popular education has steadily advanced, the schools have become more efficient, and the general public is better satisfied with the results attained.

Among the improvements made in the school system may be mentioned, as the one of greatest importance, "the district system," which has been provided for a large number of counties. A great portion of the State, however, is so sparsely populated as to make the district system of doubtful feasibility, but it has been demonstrated to be superior for the well-populated counties.

The State has reason to be proud of the progress of her teachers. For many years they have held annual State associations, but until recently these have been poorly attended and awakened no enthusiasm. In 1884 the one for white teachers at San Antonio was a success; in 1885 the one at Waco, a grand success; and in 1886 the one at Austin was in every respect one of the most imposing and learned gatherings in the history of the State. The colored teachers have also held annual meetings and have each year added to their interest. The one of the present year at Galveston was largely attended and participated in by educators who reflect great honor on their race and on Texas. The white teachers have also organized a State teachers' reading circle, and its success is assured.

The demand for local supervision of the public schools is imperative. With the aid of such officers the efficiency of the schools would be increased tenfold. As a rule county judges are incompetent to supervise the schools, because they have not been trained in the art of school management. In nearly all cases the laborentailed on them by the school law is distasteful. They do not visit and lecture in the schools, nor do they hold county institutes. They are but machines for the disbursement of the school fund. The schools are therefore practically without local supervision.

VERMONT.

The average number of days' attendance for each scholar enrolled is only 88, the other 48 days being virtually lost to the scholars of the State because of irregular attendance.

The work of teaching the effects of stimulants and narcotics in the schools has made some progress. The first essential in this, as in all other educational work, are qualified teachers. In some counties a good number of teachers are giving oral lessons and the interest is encouraging. Oral teaching is evidently the better method of presenting this subject in elementary schools.

The question of "the town system" of public schools has excited more interest during 1885-'86 than any other pertaining to school matters. There is a deep conviction that the success of the common schools and the progress of education in the State depend very largely upon the decision of this question. It is greatly to the credit of the town system that it has proved a success in nearly every town that has given it a five-years trial. Of the New England States, Massachusetts and New Hampshire, after trying both systems for years, have adopted the town system for all the towns. Maine, Rhode Island, and Connecticut are fast moving toward it.

The following suggestions are made by the State superintendent: (1) That provision be made for the annual enumeration of all the children of school age in the State. (2) That the laws for compulsory education be fully revised and some officer designated in each town to see that they are strictly enforced. (3) That towns be required to furnish all necessary text-books free for the use of scholars. (4) That the town system of schools be adopted by the State, and that all public schools of whatever grade be included under its provisions:

VIRGINIA.

The number of schools opened in 1886 was 6,763, and the increase of schools during the past five years was 1,381.

The difference between total enrolment and average daily attendance was 135,945, which is rather a startling figure. Divided by the number of schools, it gives an average absence of about twenty pupils to each school.

It is not too much to say that there are many earnest, faithful, efficient teachers in the public schools of Virginia, and many who willingly avail themselves of any means of improvement within their reach. There are others of whom this cannot be said. Better salaries would increase the number of competent teachers, and better teaching would tend to increase salaries.

Virginia moves somewhat slowly toward attaining the full measure of her duty in regard to teachers' institutes. She has never been lavish in the bestowal of legislative encouragement and support in this direction. That institutes have been of great value to teachers cannot be questioned. But the only fund available for such purposes is that derived from appropriations generously made by the board of trustees of the Peabody education fund.

The valuable work done during the summer session of the present year so benefited and won the confidence of the teachers in attendance that it is hoped larger numbers will be attracted in succeeding years.

WEST VIRGINIA.

An analysis of the statistics shows the schools to be in a healthy condition and gives cause for encouragement. Fifteen high schools have been established in connection with the graded schools of the State. They are doing good work, and are growing in favor with the people.

During the past two years the institutes have been much more largely attended, and the teachers through their resolutions have expressed their appreciation of the work done and of the manner in which it has been carried on.

The enrolment of teachers at county and Peabody institutes for the past six years shows an increase of 1,678, and a total attendance for the present year of over 6,000 teachers.

The present law regulating the purchase and sale of free school text-books has been in operation for several years and has rendered general satisfaction. The effect is, that school books are supplied to the people at a uniform price all over the State, and much more cheaply than without this regulation.

Libraries have been started in about thirty town schools. This work has been almost entirely due to the enterprise of teachers and boards, and cannot be too highly commended.

ALASKA.

The appropriation of \$25,000 made by Congress in 1884 for the establishment of public schools in Alaska was not utilized until the spring of 1885, when the Secretary of the Interior, on the 2d day of March, assigned the work of making provision for the education of the children of Alaska to the Bureau of Education.

On the 11th of April, 1885, the office of "General Agent of Education in Alaska" was created, and the Rev. Sheldon Jackson, D. D., was appointed agent.

In Southeastern Alaska the establishment of schools, in comparison with the difficulties met in other sections of that land, was easy, as four of the seven schools could be reached monthly by the mail steamer. Further, schools had been kept at all these points, but two for several years by teachers in the employ of the Board of Home Missions of the Presbyterian Church. This missionary organization was the first of the American churches to enter that neglected land. Finding no schools, they established them side by side with their missions, proposing to furnish educational advantages until the General Government should be ready to do it. Therefore, wherever the Government was ready to undertake the work in any village occupied by the Presbyterians, they turned over their schools to the Government. As they had a body of efficient teachers already on the ground, acclimated, experienced in the work, more or less acquainted with the native language, and possessing the confidence of the people, it was both more economical to the Government and for the best interests of the schools that these teachers should as far as possible be re-employed, which was done.

Owing to difficulties of transportation, but one school was established in Western Alaska. During the year ten schools were in operation with an aggregate attendance of about 750.

Arrangements are in progress for the coming year by which a vessel can be chartered to visit some of the more distant sections of the country and establish schools in the chief centers of population.

ARIZONA.

A study of the comparative school statistics affords a very fair showing, and indicates that the schools have made satisfactory advancements in all respects since 1884. This is evident from the following particulars: (1) Both the enrolled and average daily attendance have largely increased. (2) More and better school-houses have been erected and supplied with better furniture and school apparatus. (3) The teachers are better qualified. The number holding first-grade certificates is 83, or 63 more than are necessary for supplying the grammar grades; hence, about one-half of the primary schools, in which thorough teaching is most necessary, have been in

charge of the best teachers in the Territory. (4) The school funds have been more judiciously expended than formerly. (5) Public opinion has been growing toward a more intelligent appreciation of the schools and their wants.

DAKOTA.

For the year ending June 30, 1886, the educational department makes an excellent showing of work done, notwithstanding the disadvantages which have opposed. A school law which provides for a multiplicity of systems in the same State is to be deplored; yet, while thus fettered, the people fully realize that they cannot sit down and give up the fight. They have worked vigorously, and have surmounted obstacles which were very great, in order to arrive at practical success, which has crowned their efforts.

Eighty-three counties of the Territory are included in this report, sixty-eight of which are under the "township" system and fifteen are under the "district" system. In those counties working under the township law there are 865 organized school townships, and in those working under the district law there are 1,150 organized school districts. By reason of the imperfect and unsatisfactory condition of each of these systems, many independent districts have been created, and quite a number of the cities, towns, and villages are organized under special laws, all of which tend to carry confusion into the general school system, and present difficulties in the way of its satisfactory administration.¹

There are some very earnest supporters of the township system in the Territory. The feeling in favor of the district system, however, has grown most rapidly and is to-day the strongest in counties where the township system has been tried.²

That the present township system requires radical improvement in order to become of permanent value, cannot be disputed. Much good work has been accomplished in some of the counties under this system; but it is largely due to the ability, energy, and superior tact of the county superintendents, under whose supervision the work is performed, rather than the excellencies of the law.³

The county institute is not yet very effective, except in the more wealthy and populous counties. The reason for this is a lack of funds with which to carry on the work.⁴ The teachers' institute is a great power for good in the Territory, and should be made effective.⁵

There was a gain in 1885-'86 of 910 teachers, making a total of 5,055 in the Territory. There was also an increase in the average pay of teachers.⁶

MONTANA.

A cursory examination of the statistics reveals an improved condition of the schools as compared with that of the preceding year. These statistics indicate, generally, zealous and wise efforts on the part of all concerned in public-school work to lift these nurseries of intelligent citizenship to larger effectiveness.

There has been progress in the quality of teachers employed. Many of the teachers in the Territory, both in graded and rural schools, are as thoroughly qualified and as well trained as those found in the best Eastern schools. The percentage of this class is becoming larger each year. There is a very earnest desire manifest among those who cannot yet be classed among the best to become better fitted for their work. This is shown by the interest they take in institute work, by their reading and studying the best educational journals published, and by the practice and development of original methods.

What is known as industrial education, or manual-training departments, is a topic that is being discussed and studied with great interest by the leading educators of the Territory. It is predicted that Montana will keep "abreast with the times" and that very soon manual-training departments will be found in connection with the leading schools.

¹ State Sch. Report, p. 71.

² *Ibid.*, p. 55.

³ *Ibid.*, p. 37.

⁴ *Ibid.*, p. 15.

⁵ *Ibid.*, p. 16.

⁶ *Ibid.*, p. 27.

EXTRACTS FROM STATE SCHOOL REPORTS.

The experience of State superintendents or other chief officers of education, their practical knowledge of the operations of the systems under their charge, gives peculiar weight to their opinions and peculiar value to their discussions of the topics which from time to time assume great and general importance in respect to the progress of popular education. With the purpose of bringing the results of such experience to bear upon the readers of this report, the following citations are made from current reports relative to subjects of prevailing interest at the present time:

SCHOOL ATTENDANCE.

[From Report of Hon. C. D. Hine, secretary of the State board of education, Connecticut, for the year ending August 31, 1886.]

The great desirability of a uniform, intelligible and just system of obtaining statistics of attendance cannot be overestimated. The present methods are not uniform, are not always clear and do not produce exact results. * * *

The matter of attendance involves the following points:

1. What law exists to enforce attendance.
2. For how long this law requires attendance.
3. How many days the school is open, or the possible number of attendances.
4. When a child can be allowed to work, how the laws relating to employment modify the required attendance.
5. Whether a right to labor is merely a question of age.
6. What penalties are prescribed and whether they are rigorously enforced.
7. What are proper excuses for non-attendance.

1. *Law of attendance.*—Every parent or other person having control of any child over eight and under sixteen years of age, whose physical or mental condition is not such as to render its instruction inexpedient or impracticable, shall cause such child to attend a public day school regularly and constantly while the public schools of the district in which the child resides are in session, or to receive elsewhere thorough instruction in the studies taught in the public schools during the hours and terms when the public schools are in session.

2. *Required attendance.*—The standard is "regular and constant attendance while the public schools of the district in which the child resides are in session."

3. *Possible attendance.*—The following section determines the length of time that the schools shall be open.

Public schools shall be established and maintained for at least thirty weeks in each year in every school district in which the number of persons between four and sixteen years of age, at the last preceding enumeration, was 24 or more, and for at least 24 weeks in the other districts. Public schools shall be maintained for at least 36 weeks in each year in every school district in which the number of persons between four and sixteen years of age at the last preceding enumeration was 100 or more; and no town shall receive any money from the State treasury for any such district, unless the school therein has been kept during the time required by this act. But no school need be maintained in any district in which the average attendance of persons at the school in said district, during the preceding year, ending the 31st day of August, was less than 8.

The average length of school year for the State is 178 days. In many districts school is not open longer than 120-150 days in the year.

4. *Employment.*—The laws relating to attendance as modified by the laws relating to labor now require:

(a) All children between fourteen and sixteen may be employed. If not employed, they must attend school regularly and constantly while the schools are in session.

(b) All children between thirteen and fourteen may be employed, provided they have attended school sixty days of the twelve months next preceding any month in which they are employed, and six weeks of this attendance must have been consecutive.

(c) No child under thirteen can be employed in any mechanical, mercantile, or manufacturing establishment. The law relating to attendance operates upon this class, and it follows that children who cannot obtain employment in other than the enumerated industries must attend regularly and constantly. If children are employed between eight and thirteen in any other than the enumerated industries, a certificate of sixty-days attendance must be secured.

In fine, children under thirteen, not employed, must attend school. In all except manufacturing, mechanical and mercantile industries, children must attend sixty days before employment is legal.

(d) *Summary of required attendance as modified by legal employment :*

(1) Regular and constant for the unemployed from eight to fifteen inclusive.

(2) Sixty days or twelve weeks, of which six weeks must be consecutive, for all from eight to twelve inclusive, who are employed in industries other than mercantile, manufacturing or mechanical.

(3) Sixty days or twelve weeks, of which six weeks must be consecutive, for those between thirteen and fourteen who are employed in any industry.

5. *How right to labor is determined.*—From the above enactments, it will be seen that the right to labor depends upon age and not upon education. A child under thirteen cannot be employed in the enumerated industries, even if he has been well trained and has considerable acquirements. Over thirteen, he may be employed, even if he cannot read and write.

6. *Penalties.*—(a) Parents and persons having the control of children, may be fined \$5 for failure to comply with the law. Each week's failure constitutes a distinct offense, but the aggregate fines shall not exceed \$60 in one year.

(b) Employers may be fined \$60 for employing children who have not attended as the law requires. They are protected by teachers', school visitor's or committee's certificate of proper attendance.

The penalties against parents are not rigorously enforced. Out of all that large number of parents and others having control of children, who have failed in their legal duty, only seven have been prosecuted in the past year.

There is but one agent to enforce the penalties against both parents and employers, and his attention is given especially to violation of the law relating to employment. His work has been efficient, but one man cannot promptly investigate and correct every case of neglect, and prosecute every violation of the law in every town in the State.

In very few towns are any steps taken by local authorities to enforce the law. Attendance is regulated by the convenience of parents, and no adequate provision exists for bringing children to school in the face of evasion and opposition at home. There is no penalty for, and the law does not prevent irregular attendance.

7. *The recognized excuses for non-attendance.*—(a) Education elsewhere in the studies and for the time prescribed for the public schools. This would permit—

1. Instruction at home.
2. Instruction in private schools.

Instruction at home is sometimes made the cover for no instruction and for the worst kind of neglect. Instruction in private schools practically is not regulated by law nor subject to State control. Whether given in the English language, in the prescribed studies, or for the required time, are matters really unknown to the State. A semi-recognition of these schools has been made by admitting their certificates as evidence of attendance, but the registers from which this record is taken are not open to any officer of the State, and no ground for penalties can, unless by favor, be obtained. The attendance in these schools is largely estimated.

(b) Such physical or mental condition as renders attendance inexpedient or impracticable.

(c) Destitution of clothing and inability of parents to provide the same. It is supremely important, when these schools have been provided at enormous expense, that the children be found in their places and receive the instruction which the schools afford. Unless a satisfactory number is found in attendance, the schools certainly fail in all cases which might or ought to have been reached.

Schools are sustained on the assumption that children will attend, as the law directs, and if they do not attend, much unprofitable expenditure has been incurred. A wrong is inflicted on every child who grows up without a good education. Beyond this, irregular attendance works immeasurable injury to the regular scholars, because the natural and projected advance of the whole school is retarded if not entirely averted by the re-appearance at irregular intervals of those who stay away much of the time, forgetting at home and in the street what they have learned at school.

It will be seen that we have long-standing and abundant legislation both upon the educational and industrial side of this matter. Duties of parents and duties of officers are set out with great particularity. There are penalties provided. The question vital to all the people and all the varied interests of this Commonwealth is, do we succeed in securing the largest possible attendance, and if we fail in any regard, what is the cause and what is the cure?

* * * * *

In every town of this State there are children growing up in ignorance and vice who have failed to receive the minimum schooling which the law requires. There

are very many more, as the statement with regard to attendance shows, who attend irregularly, and with little advantage to themselves and with positive injury to the school. There is, even where schools are attractive, continuous and efficient, the most astonishing indifference, developing into evasion, where gain can be made from the labor of children. These sixteen years of trial and work under a so-called compulsory law have not educated the people who need education to the necessity of every-day training in school. The principle has been lauded, but practice has been wanting.

In the very quarter in which, through vigorous persuasion and action of the efficient State agent, a measure of success has been secured, a serious drawback has developed. Most of those who desire to work attend school three months in order to be able to secure employment, and for no other reason.

The limit of three months has tended to diminish the average attendance by setting the limit about one-third the average school year. Children attend for three months and then are free to cast off the education and influences of school because the law has been satisfied. The high sanction of this Commonwealth, which has been famed far and wide for its educational zeal and progress, is given to three-months schooling for those who have most need—the children of the poor, the unfortunate, the lazy, the vicious, and the hard-hearted.

Such a grave weakness in our educational machinery may well fill every mind with alarm, for it points to the unhappy conclusion that the children are losing their rights, and the tax-payers wasting their money.

What are the causes of this failure?

1. A defense or excuse implied in some of the extracts above given and constantly reiterated has been rested upon the indifference and neglect of parents. This indifference is not the cause, but must itself be referred to division and interest in fractional and dislocated sections instead of in schools or children. This results in short, small and cheap schools, ill-equipped buildings, and poorly-paid teachers. Absence for a day or a week is not important, because nothing of value is lost.

The terms are so short, the course so ill-arranged, and the breaks so long, that the school-going habit is never formed. There is, under changing teachers and management, no outcome commensurate with the steady effort at home which the regular attendance of children requires.

2. Enforcement of existing enactments is not rigorous and steady.

(a) Towns are not compelled to push unwilling parents to performance of their duty, and the officers to whom the work is by law intrusted do little or nothing. Special officers have been appointed in a few towns.

(b) There is one State agent only. His special business is to see that children who desire to work attend for sixty days; he cannot investigate one-tenth of the cases which ought to be investigated.

In considering remedies we must recognize:

1. That parents should be responsible for the attendance of their children.

2. That no undue inducement or favor should be held out to any class to diminish the educational advantages of the children.

3. That truancy, that is, absence which parents cannot prevent, should be dealt with by the town or State.

4. That local means will always be inefficient.

The remedies would seem to be:

1. That all schools be maintained at least 8 months, or 160 days, in the year.

2. That all children under 13 attend all the time when schools are in session, and that parents be responsible for regular attendance.

3. That agents, who shall visit every town and district and school, be appointed by the State to enforce this legislation.

4. That between 13 and 16 an educational test be applied, and all who cannot read be required to attend.

5. The State has already wisely recognized that there is another basis of payment than mere enumeration. In the case of evening schools the average attendance is made the ground of payment from the treasury. Such a principle applied in part to the whole State would be an encouragement and an incentive, and a new force added to the influences which impel to regular attendance.

[From report of Hon. A. S. Draper, superintendent of public instruction, New York, for the year ending August 20, 1886.]

From the data in our possession it seems that 59 per cent. of the school population attended the public schools at some time during the year; in 1880 it was 62 per cent., and in 1870 it was 69 per cent. The average attendance, taking the entire year together, was 36 per cent. of the children of school age; in 1880 it was 35 per cent., and in 1870 32 per cent. The average time each child attended school during the last year was 22.1 weeks; in 1880 it was 20.4 weeks, and in 1870 it was 17.6 weeks. From these figures it is apparent that while the children who do attend the schools come with

greater regularity than formerly, still the whole number who attend the schools for some period of the year in proportion to the whole number of school age, has been growing smaller since 1870, notwithstanding the "Compulsory Education Act," enacted in 1874.

It is believed that these figures are reliable, with perhaps this exception. There has been no census since 1880, and the number of children of "school age" reported since that time has, undoubtedly, in some cases, been estimated. The estimates cannot, however, be far out of the way. Again, it would be strange if many of the private schools had not failed of being reported by local school officers. This suggests the propriety of a law requiring all such schools to report the facts in relation to their attendance to this Department, in order that the State may be in the possession of information essential to intelligent legislation in reference to popular education.

The fact that the aggregate attendance upon the common schools has not increased in proportion to the advance in population, is a startling one and claims the attention of the Legislature. It may as well be said, not only that the "Compulsory Education Act" has not been effectual, but that it is altogether doubtful if, in its present shape, it is capable of being made so. School trustees elected to supervise the schools, and serving without any compensation, naturally object to being turned into constables and police officers for the purpose of apprehending delinquent children or the children of delinquent parents. More-over, the schools are full. In most of the cities the accommodations are taxed to the utmost. Any effectual execution of the law would at once create the necessity for additional buildings in every city of the State. But notwithstanding these considerations, the problem cannot be safely treated with indifference by the State.

There are two classes of children whom it is difficult to bring into or keep in the schools; the first consists of truants, such as are sent to schools by parents, but will not stay there. The other, and much larger class, is comprised of children of parents who have no care about their education. If we are to believe the word of other States which have preceded us in grappling with the problem here presented, a State reform school, to which the most flagrant cases might be sent, would have a wholesome moral influence upon the greater number of the first class above spoken of, and a system of free text-books would materially lessen the number of absentees consequent upon the indifference of parents. The Legislature once passed a bill providing for a State reform school for truant children, which failed to become a law because of the objections of the Governor. There is apparently even more reason for the measure now than then. The experience of localities in our own State seems to show that the expense involved in a system of free text-books is not so great as would be supposed. There is reason to believe that it may be made an important agent for bringing into the schools a class of children whose only education is now obtained in the school of the street.

[From report of Hon. John L. Buchanan, superintendent of public instruction, Virginia, for year ending July 31, 1886.]

The difference between total enrolment and average daily attendance is 135,945. This is rather a startling figure. Divided by the number of schools, it gives an average absence of about twenty to each school. There are many unavoidable causes which operate to stop pupils from school. But there can be no satisfactory reason why the number of absentees should be so large. A vigorous effort ought to be made to reduce it. Again, the difference between the average monthly enrolment and average daily attendance is much larger than it should be. This is the exact measure of the irregularity of attendance, than which there is no greater source of damage to school work. It harasses the teacher, retards the progress of classes, and renders proficiency on the part of the irregular attendants themselves well-nigh hopeless. Earnest, intelligent teachers fully comprehend the magnitude of this evil. But it is exceedingly difficult even to suggest, much less to provide, an effectual remedy. The State has assumed the immense responsibility of educating its youth. It has assumed a heavy burden of taxation to provide means to that end. School advantages have been provided to the extent of the means at command. And of these advantages a majority of the people gladly avail themselves. But some indifference and negligence still exist, and of course are among the causes which hinder the attainment of the best educational results.

SUPERVISION.

[From report of Hon. J. W. Dickinson, secretary of State board of education, Massachusetts, 1885-'86.]

From the nature and extent of the duties of school committees, it will at once appear that they should be skilled educators, able and willing to devote their time and study to school work. In some cases much time and study are freely given, and with good results. It is generally true, however, that school committee-men are quite fully employed with their individual concerns; that their school supervision is accidental, and not always performed with the skill which knowledge and experience alone can give.

To strengthen and perfect the supervision of the schools, the State has made it lawful for any town to require its school committee to annually appoint a superintendent of schools, who, acting under direction, and as an agent of the committee, shall perform all those acts that are peculiar to school supervision.

About sixty cities and towns have availed themselves of the provisions of the law, by requiring their school committees to elect superintendents and commit to them the general care and supervision of the schools. The schools in these towns are the best in the State. The reasons for this are obvious. The conditions necessary for the existence of good schools are not likely to be secured, except through the service of those who know what the conditions are, and who have been chosen for the special work of supervision.

The schools in towns employing efficient supervision are supplied with better teachers; the schools are directed in accordance with a plan towards some definite results. All those things that come under the head of *means* of teaching are promptly furnished, and the whole school population is in school. The schools of the small towns are suffering for the want of good management. They are falling behind the schools provided with special supervision, as may be seen by their annual returns, and by the inferior advantages they offer to the children who attend upon their instructions.

Experience and observation both prove that the conditions necessary to good schools cannot exist, unless they are provided with efficient superintendence. There is a common agreement among educators on this subject, that the cause of popular education "will ever languish" in towns not provided with an intelligent and special management. This opinion prevails among the people themselves of such towns, and they are generally willing to do all in their power to secure, in common with the larger towns, the advantages of special school supervision.

Inability to support such an agency is the obstacle in the way of its general introduction. The large towns are able to provide each its own supervisor. This they have generally done. The smaller towns may unite into districts and support union supervisors. There is already a permissive statute providing for the union of towns into districts for the support of such officers. Five districts have taken advantage of the provisions of the law, and have the district system of superintendency in active and most successful operation. The small towns need aid in supporting their educational institutions, and no aid could be given that would produce such radical and needed reforms in our common-school affairs as that given in support of an educated supervision.

UNIFORM SCHOOL TERM.

[From report of Hon. J. W. Holcombe, superintendent of public instruction of Indiana.]

The time seems to have come for making our school system really *uniform* in affording something like equal school privileges to all the children of the State, according to the true intent of the constitution (art. 8, 1).

Such equality of privileges is far from being enjoyed at present, and cannot be secured without mandatory legislation. A few figures will show existing inequality. In the school year 1885-'86 the average terms of counties varied from 90 to 178 days, and the general average for the State being 129 days. In a certain county the term in one township was 120 days; in another, 65 days. In another county the term in one township was 179 days; in another, 107 days. The unfairness of this is obvious. Upon no principle of justice can the State, while professing to maintain a "general and uniform system of common schools," give to some of its children so much less of school privileges than are enjoyed by others. The practical inconveniences are also very great. Successful classification is hindered, the enforcement of a course of study embarrassed, and the administration of the schools of a county as an organized and vital unit prevented. The apportionment of revenue equally among the children, upon a per capita basis, will not secure equality of school privileges. The same amount of money will provide more and better instruction for an equal number of children in a dense than in a scattered population, and other local conditions make as great a difference in the expense of maintaining schools.

The equalization of terms can be secured through the local levies by which the State's apportionment is supplemented, but it will be necessary to fix by law a minimum within which the term shall not be allowed to shrink. The experience of teachers and superintendents seems to indicate seven school months (140 days) as a safe minimum limit. Such a length of term would interfere but little, if at all, with the farm work of the older boys. Indeed, it is noticeable that, as the country schools have been gradually made more efficient by classification and improved methods, the older boys contrive to do the work for which they are absolutely needed, out of school hours. But, nevertheless, it would perhaps not be wise to require by law a longer term than seven months.

FREE TEXT-BOOKS.

[From report of Hon. J. W. Dickinson, secretary of State board of education, Massachusetts, for the year 1884-'85.]

The advantages of the free text-book system are :

1. Economy in time and money. Under the present system the schools may be supplied, on the first day of the term, with all the necessary means of study. This prevents the long delays that were formerly experienced in organizing the classes, and enables the teacher to make a better classification of his school. Experience has proved that the expense of books and supplies, by the new method of purchase, is reduced nearly one-half.

2. The new system furnishes a good occasion for training the children to take good care of those things not their own, but which they are allowed to use.

3. It has, without doubt, increased the attendance upon the schools more than 10 per cent.

4. The public schools of the State are now literally free schools, offering to all, on the same free terms, the advantages of a good education.

The labor of purchasing and distributing the books and arranging plans for a proper care of them will be much less after the system has once been introduced. Before the act of 1884 was passed, sixteen towns in the Commonwealth had voluntarily adopted the free text-book system. In all cases of fair trial the most satisfactory results have been produced. The few objections that have been made to the free system are :

1. It prevents the children from owning the books they use, and from preserving them for the future.

2. It cultivates a spirit of dependence.

3. Contagious diseases may be communicated by second-hand books.

4. Why not furnish board and clothes as well as books?

5. It requires the expenditure of a large amount of time in purchasing and distributing the books and supplies among the schools.

These are the objections usually made.

The use of the free text-book system does not prevent a pupil from becoming the owner of the books he studies, nor, if that were possible, of preserving them. This may be done even at less expense than under the old system.

Experience, however, has proved that school books are generally worn out by the use to which they are subjected in the school-room, and that future reference is more profitably made to new books, representing the latest phase of human thought on the subjects of which they treat. Old school books are interesting relics. They are even useful as occasions for reviving old associations; but they are not always safe guides in the acquisition of new knowledge. School books should be bought for present use, as they will be quite surely out of date when the future arrives.

If the statement that the free text-book system takes away the manly feeling of independence, which should be strong in every mind, has any force, it presents an argument against the whole system of free schools. Why is not the manly spirit corrupted by furnishing free teachers, and free school-houses, and free apparatus to be used as the means of teaching? On what principle may we furnish everything else free with good results, but cannot furnish free books without harm? As a fact, neither are the schools or the means of study free to the people in any absolute sense.

The expense of supporting them is borne by those for whose benefit they were established. This is done by a general tax levied in such a manner that the burden of support is made to rest equally on all. With this understanding the people accept their free-school privileges, not as a charity, but as a gift presented by themselves.

Free text-books have been used for many years in some of the towns in our own State, and in some of the cities and towns of almost every other State in the Union. No complaint has hitherto been made that these books are the media through which disease is actually communicated.

The sanitary objections to the use of second-hand school books may be more reasonably urged against the use of books drawn from our circulating libraries, and handled by persons exposed to all the conditions of social life, or against paper money, that by its associations may become the media of many kinds of exchange.

It should not be forgotten that the Legislature has passed stringent laws regulating the attendance of children who are suffering with contagious diseases, or who have been exposed to them; and that the free text-books are all committed to the care of the teachers of the schools.

TABLE 10.—CHIEF STATE SCHOOL OFFICERS.

[NOTE.—This list has been revised to date of going to press.]

Name.	Address.	Term of office.	Official title.
Solomon Palmer	Montgomery, Ala.	Dec. 1886-'88	State superintendent of education.
W. E. Thompson	Little Rock, Ark.	Oct. 1884-'88	State superintendent of public instruction.
Ira G. Hoytt	Sacramento, Cal.	Jan. 1887-'91	Do.
Leonidas S. Cornell	Denver, Colo.	Jan. 1887-'89	Do.
Chas. D. Hine	Hartford, Conn.	Jan. 1886-'87	Secretary of State board of education.
Thomas N. Williams	Dover, Del.	April 1886-'87	State superintendent of free schools.
A. J. Russell	Tallahassee, Fla.	Jan. 1885-'89	State superintendent of public instruction.
Gustavus J. Orr	Atlanta, Ga.	Nov. 1884-'86	State school commissioner.
Richard Edwards	Springfield, Ill.	Jan. 1887-'91	State superintendent of public instruction.
H. M. La Follette	Indianapolis, Ind.	Mar. 1887-'89	Do.
John W. Akers	Des Moines, Iowa.	Jan. 1884-'86	Do.
J. H. Lawhead	Topeka, Kans.	Jan. 1887-'89	Do.
Jos. D. Pickett	Frankfort, Ky.	Sept. 1883-'87	Do.
Warren Easton	Baton Rouge, La.	May 1884-'88	State superintendent of education.
N. A. Luce	Augusta, Me.	Feb. 1886-'89	State superintendent of common schools.
M. A. Newell	Baltimore, Md.	Jan. 1886-'88	State superintendent of public instruction.
John W. Dickinson	Boston, Mass.	Jan. 1886-'87	Secretary of State board of education.
Jos. Estabrook	Lansing, Mich.	Jan. 1887-'89	State superintendent of public instruction.
D. L. Kiehle	Saint Paul, Minn.	April 1885-'87	Do.
J. R. Preston	Jackson, Miss.	Jan. 1886-'90	State superintendent of education.
Wm. E. Coleman	Jefferson City, Mo.	Jan. 1883-'87	State superintendent of public schools.
Geo. B. Lane	Lincoln, Nebr.	Jan. 1887-'89	State superintendent of public instruction.
W. C. Dovey	Carson City, Nev.	Jan. 1887-'91	Do.
James W. Patterson	Concord, N. H.	July 1884-'86	Do.
Edwin Chapman	Trenton, N. J.	1885-'88	Do.
Andrew S. Draper	Albany, N. Y.	April 1886-'89	Do.
Sidney M. Finger	Raleigh, N. C.	Jan. 1885-'89	Do.
Eli T. Tappan	Columbus, Ohio.	Jan. 1886-'89	State commissioner of common schools.
E. B. McElroy	Salem, Oreg.	Sept. 1882, Jan. 1, 1887.	State superintendent of public instruction.
E. E. Higbee	Harrisburg, Pa.	April 1885-'89	Do.
Thos. B. Stockwell	Providence, R. I.	Elected annually.	Commissioner of public schools.
James H. Rice	Columbia, S. C.	Dec. 4, 1886-'88	Superintendent of public education.
Frank M. Smith	Nashville, Tenn.	Jan. 1887-'91	State superintendent of public schools.
O. H. Cooper	Austin, Tex.	Jan. 1887-'89	State superintendent of public instruction.
Justus Dartt	Montpelier, Vt.	Dec. 1886-'88	Do.
J. L. Buchanan	Richmond, Va.	Jan. 1886-'90	Do.
Benj. S. Morgan	Charleston, W. Va.	Mar. 1885-'89	State superintendent of free schools.
Jesse B. Thayer	Madison, Wis.	Jan. 1885-'87	State superintendent of public schools.
Sheldon Jackson	Sitka, Alaska.	Indefinite.	General agent of education for Alaska.
R. L. Long	Prescott, Ariz.	Jan. 1885-'87	Superintendent of public instruction.
A. Sheridan Jones	Olivet, Dak.	Mar. 1885-'87	Do.
Wm. B. Powell, white } F. T. Cook, colored } J. H. Wickersham } J. H. Wickersham } Wm. W. Wylie } Trinidad Alarid } L. J. Nuttall } J. C. Kerr } John Slaughter }	Washington, D. C.		Superintendent of District schools.
	Boisé City, Idaho.	Feb. 1887-'89	Superintendent of public instruction.
	Helena, Mont.	Feb. 1883-'85	Do.
	Santa Fé, N. Mex.	Feb. 1886-'88	Ex-officio superintendent for reports.
	Salt Lake City, Utah	Aug. 1883-'85	Superintendent of public instruction.
	Olympia, Wash. T.	Jan. 1884-'86	Do.
	Cheyenne, Wyo.	Mar. 1884-'86	Do.

SUMMARY OF CONSTITUTIONAL AND LEGAL PROVISIONS RELATING TO EDUCATION IN THE SEVERAL STATES AND TERRITORIES.

ALABAMA.

ESTABLISHMENT OF THE SCHOOL SYSTEM.

The General Assembly shall establish and maintain a system of public schools for the benefit of children between 7 and 21 years of age, separate schools for the races being provided.¹

TOWNSHIP INCORPORATION.

The inhabitants of each township are incorporated by the name of "township — and range —" according to the number of the United States survey.²

SCHOOL DISTRICTS.

Every township and every incorporated city or town of 3,000 or more inhabitants is a school district, and may hold and own property.³

LEGAL SCHOOL POPULATION.

Every child between 7 and 21 years of age is entitled to admission into and instruction in any public school for its own race in its township, or in some other school in the State, as provided by law.⁴

SCHOOL CENSUS.

An enumeration of all children between 7 and 21 years old, by race and sex, in each township is made by the superintendent thereof, and reported to the county superintendent, who makes a like report for his county to the State superintendent. This census is taken in August of years having odd numbers.⁵

LOCATION OF PUBLIC SCHOOLS.

When only one public school is established in a township, it must be so located as to accommodate the largest number of pupils; but the location may be changed from year to year so as to accommodate those children who were not within reach of the school in previous years. Preference should be given to localities having a school-house already built or a site procured.⁶

If more than one school for each race be needed in a township, more may be established by the local school officer.⁷

Preference in locating schools should be given to communities which will supplement the district revenue with the object of sustaining free schools for as long a session as possible.⁸

White and colored children must not attend the same school.⁹

No more than two schools for either race can be opened in any township wherein the school revenue for said race does not exceed \$50.

The school revenue of each township is apportioned as nearly as practicable per capita of the probable school attendance.

Children may be transferred to schools in other than their own school districts, but they carry their share of the school revenue with them; and, if, after deliberation, it is determined not to have one public school for each race opened in a township, and the children of the race, so left without a school, cannot be transferred readily to another school district, their share of the school revenue shall be paid to the parents or guardians of said children; *Provided*, Said children attend some other school the same length of time.¹⁰

SCHOOL YEAR, MONTH, DAY.

The school year begins October 1 and ends September 30; the school month is 20 days; the school day is not less than 6 hours.¹¹

The (annual) session of a public school usually must be at least 12 weeks long, *i. e.*, 3 scholastic months.¹²

¹ Const., art. 12, sec. 1.

² Code of 1876, sec. 963.

³ Sch. Laws of Feb. 7, 1879, sec. 48.

⁴ *Ibid.*, sec. 49.

⁵ *Ibid.*, sec. 39.

⁶ *Ibid.*, sec. 28.

⁷ *Ibid.*, sec. 29.

⁸ *Ibid.*, sec. 36.

⁹ *Ibid.*, sec. 52.

¹⁰ *Ibid.*, sec. 31.

¹¹ *Ibid.*, sec. 50.

¹² *Ibid.*, secs. 31, 34.

PRESCRIBED STUDIES.

Physiology and hygiene, with special reference to the effects of alcohol, stimulants and narcotics upon the human system, must be taught to all pupils in all schools and colleges receiving any public money or under State control.¹

SCHOOL OFFICERS.

A superintendent of education, elected by popular vote, shall supervise the public schools.²

The State superintendent is chosen at the general election every two years. He must give a bond of \$15,000 for the faithful discharge of his duties.³

The officers of the public-school system shall be a superintendent of education for the State; a county superintendent for each county, and a township superintendent or 3 school trustees for each township or other school district.⁴

A vacancy in the office may be filled by the Governor for the remainder of the term.⁵

His duties are to supervise the common schools, to require reports thereon from his subordinate school officers; to remove them for official delinquency; to visit and inspect schools annually; to encourage the forming of teachers' institutes; to apportion the public-school revenues, prepare and furnish all school blanks and record books, keep accounts with all school districts, and of all permanent school funds; file bonds of subordinate school officers; prosecute defaulters to the school fund; exchange reports with other school officers; collect an educational library; prepare and publish school laws, and also an annual school report. His office must be at the State capital.⁶

STATE TAX.

The Legislature may provide for a poll-tax, which shall be applied to the support of the public school in the counties in which it is collected.⁷

The poll-tax is assessed by the county tax-assessors, confirmed by the county commissioners, and reported by the probate judge to the State superintendent.⁸

The poll-tax assessed is debited to the county tax-collector, and amounts collected and paid by him to the county superintendent are credited to said collector by the State superintendent. Amounts collected should be paid at the end of each month.⁹

Moneys arising from sale or other disposition of lands and other property granted or intrusted to the State for educational purposes, must be preserved undiminished.¹⁰

Lands and property given by individuals or by the State for educational purposes, and all estates of persons who die without will or heir, shall be applied to the maintenance of public schools.¹¹

The public-school income consists of interest upon the permanent school funds, the proceeds of other property given for school purposes, and of the poll-tax and a yearly appropriation of not less than \$100,000 from the State treasury.¹²

Only 4 per cent. of the public-school income may be expended for purposes other than the payment of teachers' salaries, but this restriction may be suspended by a concurrent two-thirds vote of both houses of the Legislature.¹³

The public-school income cannot be used for the support of any sectarian or denominational school.¹⁴

PUBLIC-SCHOOL LANDS.

School lands are sections numbered 16 in every township granted by the United States for the use of schools in the township; also other lands granted therefor; all of which are vested in the State in trust to execute the objects of the grant.¹⁵

The public-school revenue, except that part resulting from the poll-tax, must be placed to the credit of the public schools at the beginning of the school year, viz, October 1.¹⁶

The auditor must notify the State superintendent of the amount of public-school revenue set apart for each scholastic year, stating source and unexpended balances from previous school years.¹⁷

The public-school revenue shall consist of interest upon proceeds of sales of lands granted by the United States for school purposes; of interest upon the United States deposit under the act of Congress, June 23, 1836; income from proceeds of other lands given for school purposes to the State; escheats; \$230,000 annual appropriation, proceeds of poll-tax of \$1.50 on each male between twenty-one and forty-five; rents collected from unsold school lands; and proceeds of license taxes, which are to be expended for public schools.¹⁸

¹ Sch. Laws of Feb. 7, 1879, sec. 45.
(See also Public School Teachers.)

² Const., art. 12, sec. 7.

³ Sch. Laws of Feb. 7, 1879, sec. 5.

⁴ Ibid., sec. 4.

⁵ Ibid., sec. 6.

⁶ Ibid., secs., 7, 8, 9.

⁷ Const., art. 12, sec. 4.

⁸ Sch. Laws of Feb. 7, 1879, sec. 13.

⁹ Ibid., secs. 14, 15.

¹⁰ Const., art. 12, sec. 2.

¹¹ Ibid., sec. 3.

¹² Ibid., sec. 5.

¹³ Ibid., art. 12, sec. 6.

¹⁴ Ibid., sec. 8.

¹⁵ Code of 1876, sec. 962.

¹⁶ Sch. Laws of Feb. 7, 1879, sec. 2.

¹⁷ Ibid., sec. 3.

¹⁸ Ibid., sec. 1.

PUBLIC-SCHOOL REVENUE.

When the State auditor has certified the amount of the educational income for the year, the State superintendent shall deduct therefrom amounts sufficient to pay the current expenses of the department of education, and the expenses of the normal schools; the remainder he shall apportion among the townships and other school districts of the State.¹

This apportionment is made by setting apart the amount due to the district as interest on its "16th section fund," or other trust fund held by the State; then, districts having no such amount due them are to be apportioned a proportionate amount, equal, per capita, to that paid to districts having such an income as described:²

The basis of this apportionment shall be the latest filed enumeration of school population in the townships and districts; the proportion of each district shall be divided pro rata between the two races.³

When made, the apportionments for each county must be sent in writing to the county superintendent.⁴

When the apportionment is complete, it must be reported by the State superintendent to the State auditor, and by him to the State treasurer.⁵

The poll-tax collected in each county is paid to it as its school money, as its share of the amount collected from polls in the State.⁶

The poll-tax collected in a county belongs to it, as its share of the proceeds of such tax; the amount paid by each race is kept separate and so reported.⁷

Each township or other district is entitled to the poll-tax collected in it; and each race therein to the poll-tax paid by it.⁸

The school revenue due to each county from sources other than the poll-tax, having been certified to the State auditor, his warrant on the tax-collector of the county in favor of the county superintendent, and the payment of said warrant, is accounted as the payment of so much school money.⁹

Local school moneys for public schools must be expended in the districts wherein they are raised.¹⁰

EDUCATION OF TEACHERS.

When 10 teachers, of either race, are licensed in a county, the county educational board must hold a teachers' institute, of which the superintendent is president, and the other members of said board are vice-presidents.

Said institute must meet at least thrice a year, and said teachers must attend at least one of these meetings, no fee or assessment being required. The exercises at said meetings shall relate to methods of teaching and discipline, choice of text-books, &c.¹¹

COLLEGE BOARDS.

The University of Alabama and the Alabama College of Agriculture and the Mechanic Arts are to be managed by boards of trustees, appointed by the Governor, confirmed by the senate; one third each year. The Governor and State superintendent are members of each board, *ex officio*.¹²

COUNTY EDUCATIONAL BOARD.

The educational board of each county must comprise the county superintendent and 2 teachers of said county, appointed by him; the board must meet at least once in each quarter year, examine applicants for teachers' licenses, issue the same, keep a record of all licenses issued, revoke the same for good cause, organize and maintain teachers' institutes for teachers of each race.¹³

The county superintendent is appointed by the State superintendent, for two years, except when special laws otherwise direct.¹⁴

His duties are to keep and disburse school moneys, remove delinquent township superintendents and appoint their successors, bring suit against trespassers on school lands, and apportion schools between the races in each township.¹⁵

He must receipt to tax-collectors for all school moneys received from them, reporting the amounts to the State superintendent.¹⁶

He must settle finally with tax-collectors on May 1 of each year, reporting result to the State superintendent.¹⁷

He must keep a book showing all receipts, apportionments, and payments of school moneys, and when and to whom paid.¹⁸

He must report annually the condition of public schools in his county to the State superintendent, and is liable to forfeit his pay and commission if he fail to make such report by November 10.¹⁹

¹ Sch. Laws of Feb. 7, 1870, sec. 53. ⁷ *Ibid.*, sec. 59.

² *Ibid.*, sec. 55.

³ *Ibid.*, sec. 56.

⁴ *Ibid.*, sec. 57.

⁵ *Ibid.*, sec. 54.

⁶ *Ibid.*, sec. 58.

⁸ *Ibid.*, sec. 60.

⁹ *Ibid.*, sec. 61.

¹⁰ *Ibid.*, sec. 62.

¹¹ *Ibid.*, sec. 47.

¹² Const., art. 12, sec. 9.

¹³ *Ibid.*, sec. 10.

¹⁴ *Ibid.*, sec. 11.

¹⁵ *Ibid.*, sec. 12.

¹⁶ *Ibid.*, sec. 13.

¹⁷ *Ibid.*, sec. 17.

¹⁸ *Ibid.*, secs. 13, 19.

His bond must be satisfactory to the State superintendent.¹

His term of office begins October 1 of the year following that in which the State superintendent is elected.²

His compensation is \$75 a year, and 2 per cent. upon all moneys legally disbursed by him.³

He must post at the county court-house half-yearly, on April 1 and October 1, a statement of all school receipts, disbursements, and balances on hand; and may be fined \$10 for failure to do so.⁴

The township superintendent is appointed by the county superintendent for two years.⁵

He must determine the location of public schools in his township.⁶

He must call a meeting of parents and guardians on the last Monday in October to settle public-school business.⁷

If, after ten days' written notice, parents and guardians do not attend said meeting, he may proceed without them.⁸

He must visit every public school in his township at least once each year.⁹

He must report to the county superintendent the annual income from rent, or proceeds of the school lands in his township.¹⁰

He is exempt from jury duty during his term of service.¹¹

TEACHERS.

Teachers of public schools must have been examined, must have answered at least 70 per cent. of the questions propounded by the board of examiners, and must possess licenses or certificates of qualification therefrom. Said certificate must show that the holder has been examined as follows: For the third (lowest) grade, in orthography, reading, penmanship, primary arithmetic, primary geography, and elementary physiology and hygiene; for the second grade, in the foregoing, and in practical arithmetic, United States history, English grammar, intermediate geography, elementary algebra, and physiology and hygiene, with special reference to the effects of alcohol and narcotics on the human system; for the first grade, in the foregoing, and also in higher algebra, physics, geometry, and the theory and practice of teaching. These certificates are valid, respectively, for 1, 2, and 3 years.¹²

Teachers are to be selected with a view to obtaining such as will secure large attendance of children of school age.¹³

They are not to be employed for less than 3 scholastic months, nor to teach less than 10, nor more than 50 pupils.¹⁴

They are to be paid quarterly, on the first Saturdays of January, April, July and October.¹⁵

They are paid by the county superintendent, on vouchers approved by the township officers.¹⁶

They may sue, and recover from the county superintendent the salary due them, if he fail to pay the same promptly.¹⁷

The contract to employ them must be in writing, and in duplicate, made with the township superintendent and approved by the county superintendent.¹⁸

Teachers are removable for cause by the township superintendent, but must be paid for the time actually employed in teaching.¹⁹

They must register the daily attendance of their pupils, and submit their books to the inspection of the township superintendent.²⁰

They must make quarterly reports of enrolment, attendance, studies, days of teaching, and other matters, before they can demand their pay.²¹

ARKANSAS.

ESTABLISHMENT OF THE FREE-SCHOOL SYSTEM.

Intelligence and virtue being the safeguards of liberty and the bulwark of a free and good government, the State shall ever maintain a general, suitable, and efficient system of free schools, whereby all persons in the State between the ages of six and twenty-one years may receive gratuitous education.²²

SCHOOL DISTRICTS.

Each school district shall be a body corporate by the name and style of "School district No. —, of the county of —."

¹ Sch. Laws of Feb. 7, 1872, sec. 20.

² Ibid., sec. 22.

³ Ibid., sec. 24.

⁴ Ibid., secs. 25, 26.

⁵ Ibid., sec. 27.

⁶ Ibid., secs. 28, 29.

⁷ Ibid., sec. 31.

⁸ Ibid., sec. 32.

⁹ Ibid., sec. 38.

¹⁰ Ibid., sec. 30.

¹¹ Ibid., sec. 44.

¹² Ibid., sec. 43.

¹³ Ibid., sec. 36.

¹⁴ Ibid., sec. 34.

¹⁵ Ibid., sec. 37.

¹⁶ Ibid., sec. 11.

¹⁷ Ibid., sec. 21.

¹⁸ Ibid., sec. 35.

¹⁹ Ibid., sec. 41.

²⁰ Ibid., secs. 42, 46.

²¹ Ibid., secs. 43, 46.

²² Const., art. 14, sec. 1.

Every district shall hold in its corporate name the title of lands and property which may be acquired by said district for school-district purposes.¹

No new school district shall be formed having less than 35 persons of scholastic age residing within the territory included in such new district, and no district formed shall, by the formation of a new district, be reduced to less than 35 persons of scholastic age.

The county court shall have the right to form new school districts, or change boundaries, on a petition of a majority of all the electors residing within the territory affected: *Provided*, Such territory has the requisite number of children and property to comply with the existing laws in such cases.²

LEGAL SCHOOL POPULATION.

The legal school age is from six to twenty-one years.³

SEPARATE SCHOOLS FOR THE RACES.

Each district school board must make provision for establishing separate schools for white and colored children.⁴

MINIMUM LENGTH OF SCHOOL YEAR.

The shortest annual term of school is three months of twenty days each.⁵

TEXT-BOOKS.

The State superintendent is required to prepare, for the benefit of the common schools, a suitable list of text-books on orthography, reading, mental and written arithmetic, penmanship, English grammar, modern geography, and history of the United States, and to recommend the same to teachers and directors.⁶

STATE SUPERVISION.

At each general (biennial) election a State superintendent shall be elected by popular vote.⁷

He is charged with the general superintendence of the business relating to the free common schools; must have an office at the State capital in which he must keep all books, reports, documents, and other papers pertaining to his department, and must there attend when not necessarily absent on business.⁸

He must furnish to each county examiner suitable questions for the examination of teachers; hold a teachers' institute annually in each judicial district of the State; arrange the programme for such institute, and preside thereat when present. In his absence the assembled teachers may organize and hold such institute.⁹

He must prepare and transmit to county examiners school registers, blank certificates, reports, and other printed blanks, with forms and instructions, to be forwarded to directors and other school officers, to aid such officers in making their reports and carrying into effect the provisions of the school laws.¹⁰

He must ascertain the amount, disposal, and safety of the school funds; recommend measures for their security, preservation, and productiveness, and enforce their proper application by suits against defaulters or other parties liable.¹¹

On or before November 1, each year, he must prepare and submit to the Governor of the State an annual report, showing for each county and the whole State the number of persons between the ages of 6 and 21 years upon the first day of the previous July; the number of each sex and race; the number that attended free common schools during the year ending the 30th of June; the number of schools, pupils, studies, average wages of teachers; the number, material, and cost of school-houses erected during the year and previously, and the place and attendance of institutes held.¹²

He shall report respecting the permanent school fund and other property apportioned to school purposes; the investments made of the same; the revenue accruing therefrom; the amounts received from per capita assessments and all other sources; the amount and object of all school expenditures and all unexpended amount in the county treasuries.¹³

To this report he must append a statistical table, compiled from the materials transmitted to his office by school officers, giving proper summaries, averages, and totals.¹⁴

The annual report of the State superintendent must be transmitted by the Governor to the General Assembly at the opening of the session, and be published as soon as practicable in numbers not exceeding 5,000.¹⁵

¹ Mansfield's Digest, chap. 135, sec. 6172.

² Ibid., secs. 6174, 6175.

³ Ibid., sec. 6152.

⁴ Ibid., sec. 6212.

⁵ Ibid., secs. 6199, 6215.

⁶ Ibid., sec. 6167.

⁷ Ibid., secs. 6145, 6146.

⁸ Ibid., secs. 6147, 6148.

⁹ Ibid., sec. 6149.

¹⁰ Ibid., sec. 6150.

¹¹ Ibid., sec. 6151.

¹² Ibid., sec. 6152.

¹³ Ibid., sec. 6153.

¹⁴ Ibid., sec. 6155.

¹⁵ Ibid., secs. 6157, 6158.

On the first Mondays of July and of January in each year, the superintendent must make and publish to the several counties of the State a pro rata apportionment of the revenues remaining in the State treasury available for school purposes, based upon the number of persons between 6 and 21 years residing therein upon the first Monday of July preceding. The county clerks shall draw their requisitions on the State auditor in favor of their county treasurers for such amounts as the said counties may be entitled to receive for the support of common free schools.¹

TAXATION FOR THE SUPPORT OF FREE SCHOOLS.

The General Assembly must provide for the support of common schools by taxes, which may never exceed in any one year 2 mills on the dollar of the taxable property of the State, and by an annual poll-tax of \$1 on every male over twenty-one years of age; the General Assembly may authorize school districts to levy by a popular vote a tax not to exceed 5 mills on the dollar in any one year for school purposes, but no such tax shall be appropriated to any other purpose or to any other district than that for which it was levied.²

STATE COMMON-SCHOOL FUND.

The proceeds of all lands that have been, or may be, granted by the United States to this State; all moneys, stocks, bonds, lands, and other property belonging to any fund for purposes of education; the net proceeds of all sales of lands and other property that may accrue to this State by escheat, or from sales of estrays, or from unclaimed dividends, or distributive shares of the estates of deceased persons; any proceeds of the sale of public lands which may have been or may be hereafter paid over to the State (Congress consenting); 10 per cent. of the net proceeds of the sales of all State lands; and all the grants, gifts, and devises that are made to this State, and not otherwise appropriated, shall be securely invested and sacredly preserved as a public fund, to be designated as the "common-school fund" of the State, except the proceeds arising from the sale or lease of the sixteenth section [lands].³

The annual income from said fund, together with the poll-tax heretofore mentioned, and so much of the ordinary annual revenues of the State as may be set apart by law for such purposes, shall be faithfully appropriated for maintaining a system of free common schools, and shall be appropriated to no other purpose whatsoever.⁴

The State auditor shall, on requisition from the State superintendent of public instruction, draw warrants on the State treasurer for payment to the several county treasurers of the school revenues due their respective counties.⁵

STATE BOARD OF COMMISSIONERS OF THE SCHOOL FUND.

The Governor, secretary of State, and State superintendent constitute a board of commissioners of the common-school fund, and must meet semi-annually at the office of the State superintendent on the first Mondays in February and in August; but the Governor may assemble the members of said board at any time at his discretion,

The Governor shall be president of said board, and the superintendent of public instruction shall act as its secretary.

The said board shall have the management and investment of the common-school fund of the State, and shall from time to time, as the same may accumulate, invest them in bonds of the United States or of the State.

All moneys required by law to be paid into the treasury to the credit of the common-school fund, may, if not paid within 30 days after they have become due, be recovered, with interest due thereon, by action in any court having jurisdiction; and such action shall be prosecuted by the attorney-general of the State, or by the prosecuting attorney of any judicial district within the State, when directed by said board.⁶

All moneys belonging or owing to the common-school fund, or accruing as revenue therefrom, together with the State school tax, shall be paid directly into the State treasury, and shall not be paid out except on the warrant of the auditor.⁷

COUNTY SUPERVISION.

The county judge shall appoint a county examiner for each judicial district in the county. The county examiner must quarterly hold a public examination of persons wishing to teach in the common schools; these examinations to be held in orthography, reading, penmanship, mental and written arithmetic, English grammar, modern geography, and history of the United States. Competent persons of good moral character may receive certificates corresponding with their qualifications; but the examiner may not license any person addicted to profanity, drunkenness, gambling, licentiousness, or other demoralizing vices, or who does not believe in the existence of a Supreme Being.⁸

¹ Mansfield's Digest, chap. 133, sec. 6159.

² Const., art. 14, sec. 3.

³ Mansfield's Digest, chap. 133, sec. 6121.

⁴ *Ibid.*, sec. 6122.

⁶ *Ibid.*, sec. 6123.

⁶ *Ibid.*, secs. 6134-6136.

⁷ *Ibid.*, sec. 6139.

⁸ *Ibid.*, secs. 6183, 6186.

He shall issue three grades of certificates, to be styled certificates of the first, of the second, and of the third grades; those of the first, to be valid in the county for two years; those of the second, for one year; those of the third, for six months.¹

He shall have power to appoint some suitable person to hold teachers' institutes and examine teachers in his county, in case of his inability to attend such institutes and examinations.²

Teachers are required to attend the public examination, to become members and attend the regular session of the teachers' institute as soon as the same shall be established; and no teacher may be charged for loss of time, when necessarily absent from school to attend such examination or institute.³

Public schools must be closed on days appointed for public examination of teachers, and during the sessions of teachers' institutes not more than five days during any one session.⁴

The county examiner must, in his annual report, give the number, names, and addresses of all deaf-mutes, blind, and insane in each school district, under 30 years of age.⁵

Each county examiner is required to encourage the inhabitants of his county to form and organize school districts, establish public schools therein, indicate sound methods of instruction, labor to create an interest in the public schools, and annually, on or before September 20, make a tabular abstract of the reports made to him by the school directors in his county, as to districts, children of school age, attendance, and average attendance of such, male and female, white and colored; branches taught, teachers, school-houses, grounds, money raised by tax, amounts expended, and for what, revenue from common-school fund and from other sources, how and for what expended, and what amounts were, at the close of the school year, unexpended and in the treasury.⁶

Failure to attend to any of these duties or to forward an abstract of directors' reports to the State superintendent involves a penalty of \$25, with all costs, to be paid into the county treasury.⁷

The examiner must keep in his office a record and description of each school district, with the boundaries clearly defined; also a record of any change or alteration of boundaries.⁸

He must annually transmit to the county clerk of his county a written report, showing the number of persons between the ages of 6 and 21 years residing in each school district of his county.⁹

The county clerk must lay said report before the county court, to be used in making the apportionment of the general school fund to the various school districts.¹⁰

A county which, by change of county lines, or by the formation of a new county or counties, fails to receive the school funds that should be apportioned to it, from its school population being reckoned with that of the county or counties to which said funds may be apportioned, must be reimbursed for the loss thus incurred, said loss to be corrected in the first following apportionment of school revenue if possible, or, if not then made, in the second.¹¹

Amounts refunded according to this provision must be deducted from the funds apportioned to the counties which originally received the erroneously apportioned revenues.¹²

MUNICIPAL OR TOWNSHIP SUPERVISION.

Any incorporated city or town in this State, including the territory annexed thereto for school purposes, may be organized as a single school district in the manner and with the powers hereinafter specified.¹³

Upon the written petition of twenty voters of such city or town, it shall be the duty of the mayor, within five days, to designate a day, not less than seven nor more than fifteen days distant, for holding an election in said city or town for the purpose of voting upon the adoption of this act for the government of public schools therein, and for the election, by ballot, at the same time, of a board of six school directors for said city or town.¹⁴

Two of these shall serve until the third Saturday in May next after their election, two for one year and two for two years thereafter, and two directors, to serve three years, must be elected annually to fill the vacancies thus created. Said board must fill any vacancy that may occur therein until the next annual election.¹⁵

Said board must hold a regular meeting on the last Saturday in each month, and may hold stated meetings at such other times as they may appoint, four members to constitute a quorum.¹⁶

¹ Mansfield's Digest, chap. 135, secs. 6187, 6188.

² *Ibid.*, 6193.

³ *Ibid.*, sec. 6243.

⁴ Act of March 27, 1885, sec. 1.

⁵ Mansfield's Digest, chap. 135, sec. 6191.

⁶ *Ibid.*, secs. 6190, 6191.

⁷ *Ibid.*, sec. 6196.

⁸ *Ibid.*, sec. 6192.

⁹ *Ibid.*, sec. 6178.

¹⁰ *Ibid.*, sec. 6179.

¹¹ *Ibid.*, sec. 6180.

¹² *Ibid.*, sec. 6181.

¹³ *Ibid.*, sec. 6258.

¹⁴ *Ibid.*, sec. 6259.

¹⁵ *Ibid.*, sec. 6262.

¹⁶ *Ibid.*, sec. 6264.

Said board shall have power to purchase or lease school-house sites; to build, hire, or purchase school-houses; to keep them in repair, furnish them with necessary seats, desks, furniture, and other means necessary for the comfort and health of scholars and preservation of property; to hire teachers for all public schools of the district; employ a superintendent; provide books and apparatus; establish and maintain primary, graded, or high schools to accommodate all the scholars of the district; determine the branches to be taught and the text-books to be used in the several schools of the district.¹

It is made the duty of the board to keep in operation the schools thus organized, not less than three nor more than ten months in each year, the board to have power to make and enforce all necessary rules and regulations for the government of teachers and pupils in said schools. Said board must visit the schools in the district at least twice each year, observe the discipline, mode of instruction, and progress of pupils, and must see that the teachers keep a correct register of the attendance, the branches taught, and other matters required by law or by the instructions of the State superintendent.²

No draft or warrant may be drawn on the county treasurer, except in pursuance of an order of said board. All drafts or warrants on him must be signed by the president, or president *pro tempore*, and the secretary, and must specify the fund on which they are drawn and the use for which the money is assigned.³

The title of all real estate and other property belonging, for school purposes, to any city or town organized into a separate school district under this act, is vested in said town or city, as a school district, and must be under the management and control of the board of school directors for said district as completely as other school property belonging to it.⁴

School districts formed and governed under this act are to be known by the name of the city or town constituting the district, with the words "School District of" prefixed thereto, and by such name may possess all the corporate powers usually possessed by bodies of like character. The style of the board of directors for any school district under the act is "Board of School Directors."⁵

The board of school directors of any district organized as above said, must pay all debts and discharge all liabilities incurred by the several school districts existing under previous law and embraced in the district organized under this act.⁶

School districts organized under this act are to have their full proportion of the general school fund of the State.⁷

CALIFORNIA.

STATE FREE-SCHOOL SYSTEM.

The constitution makes it the duty of the Legislature to provide a system of common schools by which a free school shall be supported in each district at least six months in every year, the system to include primary and grammar schools and such high, evening, normal, and technical schools as may be established by legislative, municipal, or district authority, and sets apart the entire revenue derived from the State school fund and State school tax exclusively for the support of primary and grammar schools, and forbids the appropriation of any public money for sectarian or denominational purposes, as well as the introduction of any such instruction into the public schools.⁸

A school month is twenty school days, or four weeks of five school days each.⁹

All schools, unless otherwise provided by law, must be divided into primary and grammar grades.¹⁰

Every parent, guardian, or other person having control of any child or children between the ages of 8 and 14 years, must send such child or children to a public school for at least two-thirds of the time a public school is taught in each school year, at least twelve weeks of which must be consecutive; unless such children receive instruction at home or in a private school, or have already acquired a knowledge of the branches usually taught in the primary schools of the State, or are excused on account of bodily or mental condition, or poverty, or sickness of parents or guardians; provided such public school be taught for at least three months during the year within 1 mile of the pupil's residence. Any parent or guardian failing to comply with the above is liable to a fine of not more than \$20 for the first offense, and not less than \$20 nor more than \$50 for each subsequent offense.¹¹

Women over 21 years old, who are citizens of the United States and of the State, are eligible to all educational offices within the State, except those from which they are excluded by the constitution.¹²

¹ Mansfield's Digest, chap. 135,

sec. 6265.

² *Ibid.*, sec. 6266.

³ *Ibid.*, sec. 6267.

⁴ *Ibid.*, sec. 6269.

⁵ *Ibid.*, chap. 135, sec. 6270.

⁶ *Ibid.*, sec. 6271.

⁷ *Ibid.*, sec. 6274.

⁸ Const., art. 9, secs. 5, 6, and 8.

⁹ Sch. Laws, sec. 1697.

¹⁰ *Ibid.*, sec. 1663.

¹¹ Act of Mar. 26, 1874.

¹² *Ibid.* Mar. 12, 1874.

LEGAL SCHOOL POPULATION.

Every school, unless otherwise provided by law, must be open for the admission of all resident children between 6 and 21 years of age, and the boards of trustees or city boards of education have power to admit adults and non-resident children whenever good reason exists therefor.

Trustees may exclude children of filthy or vicious habits, or children suffering from contagious or infectious diseases, and may also establish separate schools for children of Mongolian or Chinese descent. When such separate schools are established, Chinese or Mongolian children must not be admitted into any other schools.¹

The district census marshal, annually, in May, takes a census of all children under 17 years of age, who were residents of his district on the 15th day of May, and reports the results of his labors to the superintendent of schools (or to the board of education in cities) on or before the 5th of June.²

PRESCRIBED STUDIES.

Instruction must be given in the following branches in the several grades in which each may be required: reading, writing, orthography, arithmetic, geography, grammar, history of the United States, elements of physiology, vocal music, elements of book-keeping, and industrial drawing; other studies may be allowed by the State board of education, or board of education of any county or city. Instruction must be given in all grades of schools and in all classes, during the entire school course, in manners and morals; and attention must be given to such physical exercises for the pupils as may be conducive to health and vigor of body. All schools must be taught in the English language; and no school must be continued in session more than 6 hours a day, and no pupil under 8 years of age must be kept in school more than 4 hours a day.³

In the grammar-school course, the studies are arranged in four grades, with special reference to the preparation of students for entering the scientific department of the University of California.⁴

STATE SUPERVISION.

The State board of education consists of the Governor, the superintendent of public instruction, and the principals of the State normal schools; the superintendent being secretary, and the Governor, president of the board.

The board meets at least twice a year; adopts rules and regulations; recommends: (1) rules for the examination of teachers; (2) course of study in the public schools; (3) list of books for district-school libraries; grants educational diplomas, valid for six years, and life diplomas; keeps record of its proceedings; and designates some educational monthly journal as the official organ of the department of public instruction.

The State educational diplomas are granted only to such persons as have held city or county certificate at least one year, and have taught successfully for at least 5 years; life diplomas are granted on the same conditions except that the applicant must have taught successfully for at least 10 years.⁵

The State superintendent of public instruction is elected quadrennially by the people.⁶

He apportions school money; draws orders on the comptroller in favor of county treasurers for school moneys apportioned to the counties; prepares and furnishes all necessary blanks to school officers; has the school laws printed and distributed; visits orphan asylums to which State appropriations are made, and examines into the course of instruction therein; visits schools and inquires into their condition; has bound all valuable school reports, journals, and documents in his office; reports to the State comptroller, on or before the 10th of August, in each year the total number of children in the State between the ages of 15 and 17 years, as shown by the latest reports of the school superintendents on file in his office; may call, biennially, a convention of county superintendents; and reports to the Governor on or before the 15th day of December, preceding each session of the Legislature, a statement of the condition of the public schools, the State Normal School, and other educational institutions supported by the State.⁷

STATE TAX.

An annual poll-tax, not less than \$2, on every male inhabitant of the State over 21 and under 60 years of age, except paupers, idiots, insane persons, and Indians not taxed, is levied and collected, and paid into the State school fund.⁸

STATE SCHOOL FUND.

The proceeds of all lands that have been or may be granted by the United States to the State for the support of common schools, which may be or may have been sold

¹ Sch. Laws, sec. 1662.² *Ibid.*, sec. 1634.³ *Ibid.*, secs. 1664-8, and 1673.⁴ *Ibid.*, sec. 1663.⁵ *Ibid.*, sec. 1518 *et seq.*⁶ Const., art. 9, sec. 2.⁷ *Ibid.*, sec. 1532 *et seq.*⁸ Const. of 1879, art. 13, sec. 12.

or disposed of, and the 500,000 acres of land granted to the new States under act of Congress, 1841, and all estates of deceased persons who may have died without leaving a will or heir, and also such per cent. as may be granted or may have been granted by Congress on the sale of lands in the State shall be and remain a perpetual fund, the interest of which, together with all the rents of the unsold lands, and such other means as the Legislature may provide shall be inviolably appropriated to the support of common schools throughout the State.¹

The State superintendent apportions the school money among the different counties according to the number of resident children therein between the ages of 5 and 17 years, exclusive of Mongolian children and Indian children not under the guardianship of white persons; but the county superintendent apportions the State and county-school money of his county in the following manner: He ascertains the number of teachers each district is entitled to, by calculating one teacher for every 70 school-census children between 5 and 17 years of age, or fraction thereof, not less than 20 school-census children; and the sum of five hundred dollars is apportioned to each district for every teacher assigned it; and to districts having 10, and less than 20 school-census children, four hundred dollars is appropriated. All school moneys remaining on hand after the above apportionments, are apportioned among the several districts in proportion to the average daily attendance in each district during the preceding year. No school district is entitled to any apportionment of State or county-school money which has not maintained a public school for at least six months during the next preceding year.²

EDUCATION OF TEACHERS.

The State Normal School at San José has for its object the education of teachers for the public schools. (A branch normal school was established at Los Angeles in 1832, by act of Legislature.) The Governor, State superintendent and 5 trustees appointed by the Governor for 10-year terms constitute the board of trustees of the State Normal School, and have general management and supervision of the same, and may, upon the recommendation of the faculty, issue diplomas of graduation to those completing the full course of study and training prescribed. To the persons receiving this diploma, the State board of examination grants a first-grade certificate. To those who complete the post-graduate course, the trustees may grant a professional diploma; to these persons the State board of examination grants an educational diploma; an elementary diploma may be granted by the trustees to persons completing part of the prescribed course, and to these the State board of examination grants a second-grade State certificate.³ Whenever the number of school districts in any county is 20 or more, the school superintendent must hold at least one teachers' institute in each year; and every teacher employed in a public school in the county must attend such institute and participate in its proceedings. In counties of less than 20 school districts the county superintendent may, at his discretion, hold an institute. Each session of the institute must continue not less than 3 nor more than 5 days.⁴

EDUCATION IN HIGHER AND PROFESSIONAL STUDIES.

The University of California shall constitute a public trust, and its organization and government shall be perpetually continued in the form and character prescribed by the organic act creating the same, subject only to such legislative control as may be necessary to insure compliance with the terms of its endowments and the proper investment and security of its funds; but all moneys derived from the sale of public lands donated to the State by act of Congress approved July 2, 1862, and the several acts amendatory thereof, shall be invested as provided by said acts of Congress, and the interest of said moneys shall be inviolably appropriated to the endowment, support, and maintenance of at least one college of agriculture where the leading objects shall be (without excluding other scientific and classical studies, and including military tactics) to teach such branches of learning as are related to scientific and practical agriculture and mechanic arts, in accordance with the requirements and conditions of said acts of Congress.⁵

COUNTY SUPERVISION.

A superintendent of schools for each county is elected by the people every four years; but the Legislature may authorize two or more counties to unite and elect one superintendent for the counties so uniting.⁶

He has charge of the schools of his county; makes quarterly apportionments of school money; on the order of the board of trustees or board of education draws his requisition upon the county auditor for all necessary expenses against the school fund of any city, town, or district; keeps open to the inspection of the public a register of requisitions; visits and examines the schools of his county; presides over

¹ Const. of 1879, sec. 4.

² Sch. Laws, secs. 1858, 1859.

³ *Ibid.*, secs. 354, 1487 *et seq.*

⁴ *Ibid.*, sec. 1560 *et seq.*

⁵ Const., 1879, art. 9, sec. 9.

⁶ *Ibid.*, art. 9, sec. 3.

county teachers' institutes and employs competent lecturers for the same; upon the order of the county board of examiners, issues temporary certificates; distributes laws, circulars, and blanks for the use of the school officers; keeps in his office the reports of the State superintendent; keeps record of his official acts; approves or rejects plans for school-houses (except in incorporated cities and towns); appoints trustees to fill vacancies; preserves all reports of teachers and school officers; in July, annually, grades each school (unless otherwise provided by law), and keeps record of such grading; may appoint a deputy; must report to the State superintendent, and to the county board of supervisors, the number of resident children in the county between the ages of 5 and 17 years, according to the latest returns of the census marshals; may require trustees to repair school buildings; may open schools and appoint teachers for same, if the trustees fail to do so; and makes reports when directed by the State superintendent, showing such matters relating to the public schools in his county as may be required of him; failing to make such reports, he forfeits \$100 of his salary. No school superintendent, receiving an annual salary of \$1,500 or more, is allowed to teach in the public schools, but he may teach if his salary is less than \$1,500 per annum.¹

TEXT-BOOKS.

The State board of education is authorized and empowered to compile, or have compiled for use in the common schools, a series of school text-books of the following description: Three readers, one speller, one arithmetic, one grammar, one history of the United States, and one geography. The board must secure copyright to all the books so compiled. Such books are to be printed by the State printer. Whenever one or more of the State series of text-books shall have been compiled and adopted, the State board of education shall issue an order requiring the uniform use of said book or books in the common schools of the State, but such order shall not take effect until at least one year from time of completion of the electrotype plates of said book or books. These books are to be furnished to the common-school children at cost.²

LOCAL SUPERVISION.

Each county, city, or incorporated town, unless subdivided by the legislative authority thereof, forms a school district. Districts lying partly in one county and partly in another may be formed by the county superintendents of such counties.

The number of school trustees for any school district, except when city boards are otherwise authorized by law, is three, elected, one annually, for three-year terms.

Boards of education are elected in cities under the provisions of the laws governing such cities. The powers and duties of trustees of school districts and of boards of education in cities are as follows: To prescribe and enforce rules for their own government, and the government of schools; manage school property; purchase school furniture, material, and apparatus; rent, furnish, repair, and insure school property; build school-houses or purchase or sell school lots when so directed by a vote of their district; hire teachers, janitors, and employes of schools, fix and order paid their compensation, unless the same be otherwise prescribed by law; suspend or expel pupils; exclude from schools children under 6 years of age; enforce the course of study and the use of prescribed and authorized text-books; appoint district librarians; exclude from schools and school libraries all books of sectarian, partisan, or denominational character; furnish books to indigent children; keep a register of all children applying for and entitled to admission in the schools; arrange with trustees of any other school district for the attendance of children in the schools of said district, if advisable; appoint a school-census marshal; visit schools; call meetings of electors; make report whenever required directly to the superintendent of public instruction of the text-books used in their schools; and to report annually, on or before July 1, to the county superintendent, in the manner and form and on the blanks prescribed by the State superintendent.³

DISTRICT LIBRARIES.

Except in cities not divided into school districts, 10 per cent. of the State school fund annually apportioned to the district is set apart as a library fund, to be expended for school apparatus and books for a school library; unless the 10 per cent. exceeds \$50, in which event \$50 shall be annually appropriated.

In cities not divided into school districts, the library fund consists of \$50 for every one thousand children between the ages of 5 and 17 years, and is annually taken from the State school fund apportioned to the city.

Libraries must be kept when practicable in the school-houses; and are free to all pupils of suitable age belonging to the schools; and any resident of the district may become entitled to their privileges by payment of such fee as may be prescribed by the trustees.⁴

¹Sch. Laws, sec. 1543 *et seq.*

²Act app'd Feb'y 26, 1885.

³Sch. Laws, sec. 1611 *et seq.*

⁴Ibid., sec. 1713 *et seq.*

TEACHERS.

Before assuming charge of a public school the teacher must file his certificate with the county superintendent. As before specified, teachers are employed and paid by the boards of trustees of school districts or by city boards of education.¹

In each county having less than 100,000 inhabitants there is a county board of education, consisting of the county superintendent and four other members (two of whom must be experienced teachers) appointed for two-year terms by the board of supervisors.

The county board of education must meet and hold examinations for granting teachers' certificates semi-annually. These certificates are of two grades: County certificates, first grade, valid for 4 years, authorizing the holder to teach a grammar school; county certificates, second grade, authorizing the holder to teach a primary school. The board has power to revoke or renew certificates, and to adopt a list of books for district-school libraries.²

In every city, or city and county, having a board of education, there may be a city board of examination, consisting of the city superintendent of schools, and four other members (at least two of whom must be experienced teachers) elected by the city board of education, and holding office for 2 years. Each city board of education has power to examine applicants, and to grant city certificates of three grades; high school, valid for 6 years, in primary, grammar or high schools in the city; city certificates, first grade, valid for 4 years in any primary or grammar school of the city; city certificates, second grade, valid for 2 years in primary schools of the city. The board may also grant special city certificates, valid for 4 years, upon such special studies as are authorized by the city board of education, and may renew or revoke all certificates issued thereby.³

Certificates may be granted without examination by the county and city boards of examination to holders of life diplomas, State educational and normal-school diplomas, State University diplomas (when recommended by the faculty), and State normal-school diplomas of other States; and city boards may grant, without examination, certificates to holders of city certificates granted in other cities of California, and of life diplomas of other States.⁴

No person under 18 years of age is eligible to teach in any public school in the State, or to receive a certificate to teach.⁵

LOCAL TAXES.

The board of supervisors of each county having less than 100,000 inhabitants must annually levy a county-school tax, not to exceed 50 cents on each \$100 of taxable property of the county. Any district may vote to raise a tax to furnish additional school facilities for the district, to maintain any school in said district, or for building one or more school-houses, or for any two or all of these purposes; the maximum rate of district tax for building purposes in any one year must not exceed 70 cents on each \$100, and the maximum rate levied for other school purposes must not exceed 30 cents on each \$100 in any one year.⁶

COLORADO.

STATE FREE-SCHOOL SYSTEM.

The General Assembly shall provide for the establishment and maintenance of a thorough and uniform system of free public schools throughout the State, wherein all residents of the State between the ages of 6 and 21 years may be educated gratuitously.

One or more public schools shall be maintained in each school district within the State at least three months in each year. Any school district failing to have such school shall not be entitled to receive any portion of the school fund for that year.⁷

No distinction or classification of pupils shall be made on account of race or color.⁸

The school month consists of four weeks of five days each.⁹

The public schools must be taught in the English language.¹⁰

LEGAL SCHOOL POPULATION.

Between the 20th day of June and the 10th day of July, in each year, the secretary of the district board of directors, or some other person authorized by him, must take a census of all resident persons between the ages of 6 and 21 years (over 6 and under 21).

¹ Sch. Laws, sec. 1696.

² *Ibid.*, sec. 1768 *et seq.*

³ *Ibid.*, sec. 1787 *et seq.*

⁴ *Ibid.*, secs. 1775, 1792.

⁵ *Ibid.*, sec. 1704.

⁶ *Ibid.*, secs. 1818, 1830 *et seq.*

⁷ Const., art. 9, sec. 2.

⁸ *Ibid.*, sec. 8.

⁹ Sch. Law, sec. 78.

¹⁰ *Ibid.*, sec. 77.

He must also ascertain the number of resident blind and deaf-mute persons between the ages of 4 and 22 years, with the name and post-office address of each.

These census lists are forwarded to the county superintendent before the close of the current school year.¹

PRESCRIBED STUDIES.

School boards shall provide to have the following branches taught (and others, if they think expedient): Orthography, reading, writing, arithmetic, English grammar, geography, the history of the United States (including the Constitution of the United States), physiology, laws of health, the elements of the natural sciences, theory and practice of teaching, and the school law of the State.²

STATE SUPERVISION.

The superintendent of public instruction, the secretary of State, and the attorney-general constitute the State board of education, of which the superintendent of public instruction is the president.³

The board has power to make rules and regulations for the government of the public schools, and is authorized to grant State diplomas to teachers and revoke the same.

Such diplomas are valid anywhere in the State, and supersede the necessity of any and all other examinations by county, city, or local examiners. They are granted only upon public examination to teachers of good moral character, who are found to possess the requisite scholarship and culture, and whose professional ability has been established by at least two years successful teaching in the State.⁴

The State superintendent is elected biennially by the people, and has general supervision of the public schools of the State. He files all official papers, prepares lists of questions for the use of county superintendents at the quarterly examination of teachers, furnishes blanks and registers to school officers, has the school law printed, and distributes the same, visits counties and makes addresses, apportions school money semi-annually, makes a biennial report to the Governor, and may appoint an assistant State librarian.⁵

STATE SCHOOL FUND.

The public-school fund consists of the proceeds of such lands as have heretofore been, or may hereafter be, granted to the State by the General Government for educational purposes; all estates that may escheat to the State; also all other grants, gifts, or devises that may be made to the State for educational purposes. The public-school fund shall forever remain inviolate and intact; the interest thereon only shall be expended in the maintenance of the schools of the State.⁶

All public-school moneys are apportioned according to the number of resident children, between the ages of 6 and 21 years.⁷

No appropriation from any public fund or money shall ever be made in aid of any church or sectarian society, or to help support any institution of learning controlled by any church or sectarian denomination.⁸

Upon receipt of the certificate of apportionment by the State superintendent, the State auditor draws his warrant on the State treasurer in favor of the county treasurer of each county for the amount due said county.⁹

The county treasurer collects all money belonging to his county and disburses the same, upon warrants drawn by the county superintendent, or by the proper district authorities, as may be provided by law.¹⁰

EDUCATION OF TEACHERS.

Whenever reasonable assurance is given by the county superintendent of any county in the State to the State superintendent, that no less than twenty-five teachers in said county desire to assemble for the purpose of holding a teachers' institute to remain in session not less than two weeks of five days each, he shall appoint the time and place of said meeting, and is authorized to appropriate annually not less than \$100 to defray the necessary expenses of the institute.¹¹

EDUCATION OF DEFECTIVE, DEPENDENT, AND DELINQUENT CHILDREN.

It is the duty of the president of the State University, the president of the State School of Mines, the president of the State Agricultural College, and the principal of the Mute and Blind Institute, to make a biennial report to the State superintendent, showing the number of professors and pupils, and the general condition of said institutions.¹²

¹ Sch. Law, secs. 53 and 54.

² *Ibid.*, sec. 77.

³ *Ibid.*, sec. 1.

⁴ *Ibid.*, secs. 2 and 3.

⁵ *Ibid.*, sec. 6 *et seq.*

⁶ Const., art. 9, secs. 5 and 3.

⁷ Sch. Law, secs. 11 and 19.

⁸ Const., art. 9, sec. 7.

⁹ *Ibid.*, sec. 11.

¹⁰ *Ibid.*, sec. 4.

¹¹ Sch. Law, sec. 80.

¹² Act relating to officers of State Educational and Reformatory Institutions.

EDUCATION IN HIGHER AND PROFESSIONAL STUDIES.

A board of regents, six in number, elected, one-third every two years, for the six-year terms, have the general supervision of the University of Colorado, and the exclusive control and direction of all funds of and appropriations for the University.¹

Whenever the school boards of two or more contiguous districts shall deem advisable, they may establish a union high school, and elect from the members of said boards a committee of three, to be known as the high school committee, who hold their office as long as they are members of their respective boards.

Said committee exercise all the powers and perform all the duties, with reference to the high school that are required of school boards throughout the State.

Such high school may be maintained forty weeks each year, and shall be free to all children, living in the districts that contribute to support the school, who are qualified for admission, according to the requirements prescribed by the committee.²

COUNTY SUPERVISION.

In each county is elected biennially a county superintendent of public schools, who is *ex-officio* commissioner of lands within his county.³

He holds quarterly examinations of teachers and grants certificates to such as are of good moral character, and are found competent to teach the studies prescribed for the public schools of the State, which certificates he may revoke for immorality, incompetency, or for other just cause.

Certificates granted by the county superintendent are of three grades, the highest of which (first grade) is valid for 2 years and may be renewed by his indorsement; the second grade is valid for 1 year, the third (lowest) is valid for 6 months, and may be granted to applicants failing to pass examinations in the natural sciences.

He may appoint a deputy; must exercise careful supervision over the schools of his county and visit each school at least once each quarter that it is in session, enforce the school law, examine the accounts of the district officers, record his official acts, annually report the financial condition of his office to the board of county commissioners, apportion the school money quarterly, fill vacancies in district boards, ascertain the boundaries in each school district in the county, and make an annual report in October to the State superintendent.

County superintendents failing to make reports to the State superintendent and to county commissioners forfeit \$10 of their salary.⁴

TEXT-BOOKS.

The district-school boards determine the kind of text-books to be used in their schools, but only one kind of text-book of the same grade or branch of study can be used in the same department of a school, and, after the adoption of any book, it shall not be changed in less than 4 years, unless for special reasons.⁵

Neither the General Assembly nor the State board of education shall have power to prescribe the text-books to be used in the public schools.⁶

LOCAL SUPERVISION.

The General Assembly shall, by law, provide for organization of school districts of convenient size, in each of which shall be established a board of education to consist of three or more directors, to be elected by the qualified electors of the district, and to have control of instruction in the public schools of the district.⁷

Joint school districts may be formed from territory belonging to two or more contiguous counties.⁸

Women may vote at school-district elections, and may hold any school-district office.⁹

Districts containing a school population of more than 1,000, elect six directors, one-third annually for three-year terms.

These directors elect a president, who may or may not be a member of the board, a secretary, who may or may not be a member of the board, and a treasurer, who must not be a member of the board; each shall hold office for one year.

Districts having a school population of less than 1,000, elect three directors (a president, a secretary, and a treasurer), one-third annually for three-year terms.

Every school board, unless otherwise especially provided by law, is empowered and authorized to employ or discharge teachers, mechanics, or laborers, and to fix, allow, and order paid their compensation; to determine the rate of tuition for non-resident pupils; enforce rules and regulations of the State superintendent; fix the course of study; provide school furniture; rent, repair, and insure school-house; build or remove school-houses, and to purchase school lots when so directed by vote of the district; hold in trust all real or personal property of the district; suspend or expel

¹ Const., art. 9, secs. 12 and 14.

² Sch. Law, sec. 33 *et seq.*

³ Const., art. 9, sec. 6.

⁴ Sch. Law, sec. 13 *et seq.*

⁵ *Ibid.*, sec. 50.

⁶ Const., art. 9, sec. 16.

⁷ *Ibid.*, sec. 15.

⁸ Sch. Law, sec. 31.

⁹ *Ibid.*, sec. 44.

pupils, and exclude from school all children under 6 years of age; determine the number of teachers that shall be employed, and the length of school and school hours; provide books for indigent children; require pupils to be furnished with proper books; exclude from school and school libraries books of sectarian nature; require teachers to conform to the law; report annually to the county superintendent, and to the State superintendent whenever instructed by him to do so.¹

School directors may allow children of one district to attend school in another district, and the money to which such children are entitled in their own district must be applied to the support of the school where they attend.²

School boards of districts of 300 or more inhabitants may establish separate high schools, if authorized by a vote of the district.

The secretary of the board must keep an accurate account of the expenses incurred by the district, and must present a statement of the same to the board whenever called upon. He must also, on or before the tenth day of September of each year, make out and file with the county superintendent a report of the affairs of his district. Said report must be made upon blanks prepared by the State superintendent, and contain such information as he may require.³

TEACHERS.

No district board shall employ any person to teach in any of the public schools of the State, unless that person has a license to teach, issued from the proper district, county, or State authorities, and in full force at the date of employment.

Any teacher who commences teaching without such license, forfeits all claim for compensation out of the school fund for the term of teaching without such license.

Teachers are selected and paid by the district boards of directors.⁴

LOCAL TAXES.

The county commissioners shall, at the time of levying the tax for county purposes, cause to be levied for the support of the schools within the county, a tax of not less than 2 nor more than 5 mills on the dollar of the assessed value of all taxable property, real and personal, within the county.⁵

This tax shall be collected by the county treasurer, at the same time and in the same manner as the State and county taxes are collected, except that it shall be receivable only in cash.⁶

The county commissioners shall also cause to be levied in each district such special school taxes as may be deemed necessary by the school board of the district, who shall specify the number of mills on the dollar to be levied. But the board of a district of less than 350 school inhabitants must not certify to a higher rate than 2 mills on the dollar, unless so instructed by the vote of the district.

The board of a district of more than 350 school inhabitants may levy a library tax not to exceed one-tenth of 1 mill on the dollar.⁷

The electors of districts of less than 350 school inhabitants may order such tax on the taxable property of the district as they may deem sufficient for any of the following purposes: To pay teachers; to purchase or lease school-house sites; to build, rent, or to purchase school-houses, and furnish the same; to procure libraries for the schools, and to defray all other contingent expenses of the district.⁸

A special district building fund may be raised, levied, assessed, and collected in the same manner as provided for the special school fund.⁹

CONNECTICUT.

STATE FREE-SCHOOL SYSTEM.

The State constitution of 1818 confirms the charter of Yale College, and sets apart the interest only of that school fund for the support of common schools.¹⁰

Public schools are open to all children over 4 years of age in the respective districts, and no person shall be denied admittance to and instruction in said schools on account of race or color, but children under 5 years may be excluded if school interests will be promoted thereby. Any town or school district may establish and maintain a kindergarten school, which any resident child between the ages of 3 and 7 years may attend.¹¹

Every town may establish and maintain, in addition to the public day schools, public evening schools, for the instruction of persons over 14 years of age.¹²

All children 8 to 14 years old, unless excused on account of mental or physical disability or unless otherwise instructed in the studies prescribed, are required to attend school at least 12 weeks of each year, 6 weeks of which must be consecutive, exception, however, is made of such as are employed to labor, if they have attended school

¹ Sch. Law, sec. 41 *et seq.*

² *Ibid.*, sec. 50.

³ *Ibid.*, sec. 55.

⁴ *Ibid.*, sec. 53.

⁵ Code, sec. 2816.

⁶ Sch. Law, sec. 63.

⁷ *Ibid.*, sec. 65.

⁸ *Ibid.*, sec. 62.

⁹ *Ibid.*, sec. 69.

¹⁰ Const., art. 8, secs. 1 and 2.

¹¹ Sch. Laws, 1886, secs. 1, 3, and 4.

¹² *Ibid.*, chap. 10, sec. 1.

during 12 weeks of the preceding school year; and no child under 14 may be thus employed, unless he has attended for at least 12 weeks during the preceding year, some public or private day school in which instruction has been regularly and thoroughly given in the branches required to be taught in the public schools;¹ and no child under 13 years of age shall be employed in any mechanical, mercantile, or manufacturing establishment.²

The penalty for violation of the above is \$5 per week, but such penalties cannot exceed \$60 in any one year.¹

Each city and town may make regulations concerning habitual truants from school, or any children between the ages of 7 and 16 years wandering about the streets or public places, having no lawful occupation or business, nor attending school, and growing up in ignorance.³

LEGAL SCHOOL POPULATION.

The committee of each school district or its clerk must annually, in January, ascertain the name and age of every resident person over 4 and under 16 years of age, and return the same to the school visitors of the town to which the district belongs, who correct the same and forward a corrected list to the comptroller, on or before the 5th of February, annually.⁴

MINIMUM LENGTH OF SCHOOL YEAR.

School districts having a school population of 100 or more must maintain public schools for at least 36 weeks in each year; districts having a school population of more than 24 and less than 100 must maintain public schools at least 30 weeks in any one year; other districts at least 24 weeks in each year, unless the average attendance during the preceding year was less than 8.⁵

Schools may be continued longer than the time required by law, by voluntary contribution or by tuition charges.⁶

PRESCRIBED STUDIES.

In the public schools there shall be taught, reading, writing, spelling, arithmetic, English grammar, geography, physiology and hygiene (relating specially to the effects of alcoholic liquors, stimulants, and narcotics on the human system), and such other studies, including training in manual arts, as may be prescribed by the board of school visitors.⁷

STATE SUPERVISION.

A State board of education, composed of the Governor, lieutenant-governor, and four persons appointed for four-year terms by the General Assembly, one in each year, and selected one from each Congressional district has control of the educational interests of the State. A secretary, appointed by the board, performs such duties in the supervision of educational interests as that body may direct. The board may appoint a clerk to assist the secretary, and is authorized to appoint also an agent to secure observance of the laws relating to the instruction of children.

The board may direct what books shall be used in all its schools, not to be changed oftener than once in five years; prescribes the forms of school registers, blanks, and returns; ascertains and keeps informed of the condition of the public schools of the State; holds educational meetings for the purpose of improving the methods and promoting the efficiency of teaching; makes an annual report to the General Assembly in January of each year.

The board may, upon public examination, grant certificates of qualifications to teach in any public school of the State, and may revoke the same; shall prescribe the text-books to be used in teaching physiology and hygiene, and may prepare (or cause to be prepared) a text-book and charts for such teaching, which must be copyrighted by the secretary; is the school committee of the district formed of the "Connecticut Industrial School for Girls"; determines the number of pupils of the normal school at New Britain; must keep account of money drawn and paid out for school libraries and philosophical apparatus, and must, semi-annually, file with the comptroller a detailed account of all State moneys received and expended during the preceding half year.⁸

STATE TAX AND STATE SCHOOL FUND.

The constitution declares that the school fund shall be a perpetual fund, the interest of which shall be devoted exclusively to the support of public schools.

The State school-tax must equal \$1.50 for every person between 4 and 16 years of age.

This, together with the income of the permanent school fund, is annually divided and distributed by the comptroller among the several towns in proportion to the number of persons in each between the ages of 4 and 16 years.

¹ Sch. Laws, ed'n of 1886, chap. 2, sec. 1 *et seq.*

² *Ibid.*, chap. 17, sec. 1.

³ *Ibid.*, chap. 2, sec. 12.

⁴ *Ibid.*, chap. 13, sec. 1 *et seq.*

⁵ *Ibid.*, chap. 3, sec. 1 *et seq.*

⁶ *Ibid.*, chap. 13, sec. 25.

⁷ *Ibid.*, chap. 3, secs. 1, 5.

⁸ *Ibid.*, chap. 1, sec. 1 *et seq.*

The comptroller transmits the amount distributed to each town to its treasurer on the application of its school visitors or of its school committee, if such town constitutes but one school district;¹ but no town shall receive any such money from the treasury for any district therein, unless the school in such district during the preceding year has been kept open the number of weeks required by law.²

The money received from the United States in pursuance of act of Congress approved June 23, 1836, shall be and remain deposited with the towns which have received or shall agree to receive it, to be kept as a deposit in trust for the State, and must be accounted for when called for; and until called for, the entire income thereof must annually be appropriated for the support of the public schools in the towns.³

EDUCATION OF TEACHERS.

An annual appropriation is made for the maintenance of the normal school at New Britain, which "shall be and remain a seminary for training teachers in the art of instructing and governing in the public schools of the State."⁴

A sum not to exceed \$3,000 is annually appropriated for the maintenance of meetings of teachers and school officers held at various convenient places in the State, for the purpose of giving instruction in the best modes of administering, governing, and teaching public schools.⁵

EDUCATION OF DEFECTIVE, DEPENDENT, AND DELINQUENT CHILDREN.

The judges of the criminal and police courts of the State, and justices of the peace have power to commit to the Reform School: 1st. Any boy under 16 years of age, who may be liable to punishment by imprisonment. 2d. Any boy under 16 years of age (with the consent of his parent or guardian) charged with any crime or misdemeanor, the punishment of which, on conviction, would be confinement in jail or prison. 3d. Any boy under 16 years of age, destitute of home and means of obtaining an honest living, or who is in danger of being brought up to lead an idle and vicious life. 4th. Any boy under 16 years of age who is incorrigible, leads a vagrant life, and resorts to immoral places or practices—refuses to labor or to attend school.

Boys committed to the Reform School must remain there until 21 years old, unless sooner discharged by the board of trustees.

Girls between the ages of 8 and 16 years, who lead an idle, vicious, or vagrant life, may be committed to the Connecticut Industrial School for Girls, to be kept there until 21 years old, unless sooner lawfully discharged. But the above does not deprive any girl of 12 years of age and upward of the privilege of choosing her own guardian, with the approval of the court of probate.

For the care and protection of neglected children between the ages of 2 and 16 years, one or more temporary homes are prepared in each county.

No pauper or convict is permitted to live or labor in these homes, nor are children demented, idiotic, or suffering from incurable or contagious diseases admitted therein.

Indigent imbecile children may be sent to the school for imbeciles at Lakeville.

Provision is made by special acts for the education of indigent deaf-mutes in the American Asylum at Hartford, and in the Whipple Home School for the education of deaf-mutes, in Groton. Provision is also made by special acts for the education of indigent blind children in the Perkins Institution and Massachusetts Asylum for the Blind, at Boston, Mass.⁶

EDUCATION IN HIGHER AND PROFESSIONAL STUDIES.

The interest on the Agricultural College fund is semi-annually paid to the "president and fellows of Yale College," to be applied exclusively to the maintenance of that department of said college, known as the Sheffield Scientific School, in which gratuitous instruction is furnished to persons nominated to be pupils of said school in the manner prescribed by the General Assembly.⁷

In addition to the common public schools, every town may establish and maintain schools of a higher grade, and may choose by ballot a committee of not more than five residents of the town, who shall have such power and duties in relation to such schools as are by law imposed upon the district committees in relation to district schools.⁸

TEXT-BOOKS.

Text-books are prescribed by the school visitors, subject to the control of the State board of education.⁹

Books are furnished by the districts free of charge to indigent children.¹⁰

Any town may direct its school visitors or board of education or town committee to purchase, at the expense of said town, the text-books and other school supplies

¹ Sch. Laws, chap. 13, sec. 7.

² *Ibid.*, chap. 12, sec. 9.

³ *Ibid.*, chap. 16, sec. 1 *et seq.*

⁴ *Ibid.*, chap. 1, sec. 10.

⁵ *Ibid.*, chap. 1, sec. 2.

⁶ *Ibid.*, chap. 13, sec. 1 *et seq.*

⁷ *Ibid.*, chap. 14, sec. 1 *et seq.*

⁸ *Ibid.*, chap. 9, secs. 1 and 2.

⁹ *Ibid.*, chap. 5, sec. 1.

¹⁰ *Ibid.*, chap. 3, sec. 1.

used in its public schools, and such text-books and other school supplies shall be loaned to the pupils of said public schools free of charge (subject to such rules and regulations as the school visitors or the board of education or town committee may prescribe).¹

LOCAL SUPERVISION.

Every town has a board of school visitors, composed of three, six, or nine members, chosen by ballot, one-third annually for three-year terms, provided that when there are only three members they shall be elected triennially.

They prescribe rules for the management, studies, classification, and discipline of the public schools; examine teachers and grant and revoke certificates; may, if the town so direct, employ teachers for all its public schools, after consulting with the several district committees; make rules for arrangement and use of libraries and approve the books selected therefor; fill vacancies in district offices; may require pupils to be vaccinated; fix sites and approve plans for school-houses, and superintend any high or graded school; appoint one or more of their number acting as school visitor or visitors, to visit schools at least twice during each term; (boards of education, town committees, and boards of school visitors may, however, appoint a person not one of their own number to be acting school visitor or superintendent of schools.)

The secretary of the board of school visitors must keep a record of all its proceedings and of those of the acting school visitors, and submit to the town an annual report, with the report of the acting school visitors; must, on or before the 15th day of October, send two copies of said reports to the secretary of the State board of education, and furnish such additional returns and statistics as may be called for.²

"School societies" organized under the act of 1855, which are not co-extensive with the towns in which they are situated, are made school districts in said towns, with all the powers and duties of school districts, except that they shall annually choose instead of a district committee, a board of education, consisting of six or nine persons, chosen by ballot, one-third annually for three-year terms. This board has all the powers and is subject to all the duties of district committees, and makes an annual report to the State board of education and sends returns and certificates directly to the comptroller.³

Each school district chooses by ballot, at the annual meeting, a committee of not more than three persons; a clerk and a treasurer and a collector. This committee holds office for one year, except in districts with not less than 200 children, between 4 and 16 years of age, where the members are elected one-third annually for three-year terms. The committee or some of its members must visit schools twice during the term; may supply books to indigent children free of charge; may suspend or expel pupils; provide school-rooms and furnish fuel for same, and give such information and assistance to the school visitors of the town as they may require.⁴

Each town has the power to form, unite, alter, and dissolve school districts, and parts of school districts within its limits, and two or more towns may form school districts of adjoining portions of their territory, such districts not to contain less than forty persons between 4 and 16 years of age.⁵

Any town may abolish all the school districts and parts of school districts within its limits, and assume and maintain control of the public schools therein, subject to such requirements and restrictions as are or may be imposed by the General Assembly.⁶

SCHOOL-HOUSES AND OTHER SCHOOL PROPERTY.

No district is entitled to receive any money from the State or the town unless it has a school-house and out-buildings, satisfactory to the board of school visitors. No new school-house shall be built except according to a plan approved by the board of school visitors and by the building committee of the district.⁷

To such school districts and towns maintaining high schools, as raise funds for the purpose of establishing school libraries and procuring philosophical apparatus, a State appropriation is made to aid such purpose, and an annual appropriation is made for maintaining or replenishing such libraries or apparatus, provided the district or town raise a like sum.

TEACHERS.

The district-school committees, unless otherwise directed by the district, or unless the town has directed the school visitors to employ teachers for the schools, and the wages of such teachers as are legally employed by the district committees are paid by the district; but no teacher shall be employed in any public school or receive any pay unless he has a certificate of approbation, signed by a majority of the school visitors, or by all of the committee appointed by them.⁸

¹ Sch. Laws, chap. 3, sec. 10.

² *Ibid.*, chaps. 3 and 5, secs. 1, 6, 7 *et seq.*

³ *Ibid.*, chap. 4, secs. 4 and 7.

⁴ *Ibid.*, chap. 6, secs. 24, 26.

⁵ *Ibid.*, chap. 6, sec. 1.

⁶ *Ibid.*, chap. 7, sec. 1.

⁷ *Ibid.*, chap. 6, secs. 36, 37.

⁸ *Ibid.*, chap. 8, sec. 1; chap. 12, sec. 1.

No teacher who fails to keep the school registry provided by the State is entitled to receive any pay.¹

LOCAL TAXES.

Towns and school districts may vote to tax themselves in order to raise funds for the support and maintenance of schools, or for the purpose of building, furnishing, or repairing school-houses.²

DELAWARE.

ESTABLISHMENT OF THE SCHOOL SYSTEM.

The Legislature shall provide by law for establishing schools and promoting arts and sciences.³

ARTICLE I.

STATE SUPERINTENDENT.

On the second Tuesday in April, annually, the Governor shall appoint and commission some suitable person, of good moral character, well qualified in mental attainments for the place, as superintendent of the free schools of the State of Delaware, who shall hold his office for one year, and until his successor shall be in like manner appointed. The Governor shall have power to fill any vacancy caused by death, resignation, or otherwise.⁴

The superintendent is to visit every school once a year; is to note in a book, kept for that purpose, the number of scholars, the condition of the school building, ground, and appurtenances, the qualification and efficiency of the teachers, the conduct and standing of the scholars, the method of instruction, and the discipline and government of the schools.

In the visits to the schools he is to advise with the teachers; give them such instructions as to discipline and teaching as he may deem necessary; and shall have power to suspend or withdraw a teacher's certificate on his refusal to comply with the reasonable directions of the superintendent. He is, by all means in his power, to strive to advance the cause of education, and, in order to secure his entire time for this purpose, is not to engage in any other business or calling.⁵

The superintendent must examine all persons who apply to him for that purpose, and who propose to teach in this State, and any one interested may attend such examination, which may be oral, or by printed or written questions, or partly by each method.

Every applicant of good moral character, who shall be found qualified to teach orthography, reading, writing, mental arithmetic, written arithmetic, geography, history of the United States, English grammar, elements of rhetoric, algebra, geometry, and natural philosophy, shall be recommended to the State board of education for a first-grade certificate, and the said board approving the same, shall direct such certificate to issue, signed by the superintendent and countersigned by the president of said board, the certificate so issued to be good for three years, unless sooner revoked by the superintendent for cause, to be approved by said board.

Applicants of good moral character who, on examination, answer 90 per cent. of all questions asked in orthography, reading, writing, mental arithmetic, written arithmetic, geography, history of the United States, and English grammar, shall receive from the superintendent a second-grade certificate, good for two years, unless revoked for cause, to be approved by said board.

If any such applicant fail to answer 90 per cent. of the questions asked in examination in the branches mentioned for a second-grade certificate, but shall answer at least 60 per cent. thereof, he shall receive from the superintendent a third-grade certificate, which shall be good for one year, unless revoked for cause.⁶

The superintendent is to keep an accurate list of certificates granted by him, with the dates thereof, and the names of persons to whom they are granted.⁷

The State superintendent must annually, on the first Tuesday in December in each year, report in writing to the Governor the conditions of the public schools, and make such recommendations and suggestions as he may think proper.⁸

He shall hold a teacher's institute, in each of the counties of the State, at least once a year, of not less than three-days session, at which time all the teachers in their respective counties shall attend, unless unavoidably detained; and the superintendent shall then give to teachers all the information in his power, and such other instructions as he may deem advisable for the advancement of education, and have a general interchange of views with teachers as to the wants of the various schools.⁹

With the consent of the State board of education, or a majority of the board, he may have power to redistrict, or consolidate, any of the districts in Sussex County, when,

¹ Sch. Laws, chap. 12, sec. 2.

² *Ibid.*, chap. 9, sec. 1, and chap.

15, sec. 1 *et seq.*

³ Const. of 1831, art. 7.

⁴ Code, sec. 1, chap. 46, vol. 16.

⁵ *Ibid.*, sec. 4, chap. 46, vol. 16.

⁶ *Ibid.*, sec. 5, chap. 46, vol. 16.

⁷ *Ibid.*, chap. 355, vol. 16.

⁸ *Ibid.*, sec. 7, chap. 46, vol. 16.

⁹ *Ibid.*, sec. 11, chap. 43, vol. 15.

in his judgment, such consolidation or redistricting is necessary for the promotion of education in said county: *Provided, however,* He shall not interfere with any consolidated district or incorporated board of education.¹

By act of April 17, 1835, the selection for the text-books for the public schools of the State, formerly made by the superintendent alone, is made the duty of the State board of education, of which he is a member, such selection beginning the second Tuesday of July, 1835, and to be renewed the second Tuesday of July, 1890, and every five years thereafter: *Provided,* That nothing contained in this act shall require a change in the text-books used in the country districts of the State before the year 1890.²

ARTICLE 2.

ASSISTANT SUPERINTENDENT.

The Governor, at the time of the appointment of the State superintendent, shall appoint and commission some suitable person as assistant superintendent of the free schools of the State of Delaware, who shall hold his office for the term of one year and until his successor shall be appointed.³

It shall be the duty of the assistant superintendent to aid the State superintendent in the performance of his duties, and to that end he shall be subject to his direction. It shall also be the duty of the assistant superintendent to act as secretary of the State board of education.⁴

ARTICLE 3.

STATE BOARD OF EDUCATION.

The secretary of State, president of Delaware College, and the State superintendent shall constitute a State board of education for this State; it shall meet on the first Tuesday in January in every year, in the capitol at Dover, at 2 o'clock in the afternoon. The assistant superintendent shall act as secretary; the president of Delaware College, by virtue of his office, as president of said board of education. The board shall hear appeals and determine all matters of controversy between the superintendent and teachers or commissioners, and between school commissioners and teachers; and, with the State superintendent (as aforesaid) shall determine what text-books shall be used in the free schools of the State. The board and superintendent are to issue a uniform series of blanks for the use of teachers, and to require all records to be kept and returns to be made according to these forms.⁵

They are also to prepare and distribute proper forms to be signed by the school commissioners of each district, certifying under their hands that they have adopted and used in their respective districts the text-books directed by the State board of education to be used, and no others, except in branches as to which the State board has given no direction; and the auditor of accounts may neither settle with a school district, nor give any order or certificate, to it, its clerk, or commissioner, till such certificate shall be presented and filed with him.

The members of the State board may receive no compensation for the performance of their duties. A majority of the members constitute a quorum to do business, but a less number may adjourn from time to time until a quorum be obtained. Their secretary must keep a record of their proceedings, and all books, papers, and other documents must be carefully preserved by him, and be handed over to his successor in office.⁶

The provisions of articles 1, 2, and 3 (relating to the superintendent, assistant superintendent, and State board) are not to apply to any school or school districts managed or controlled by an incorporated board of education, unless by special request of said board.⁷

ARTICLE 4.

DISTRICTS.

The limits of the school districts in the several counties, and all alterations of such limits, whether by a division of a district, the union of several, or otherwise, must be recorded in the office of the clerk of the peace of the proper county.

The clerk of the peace must certify, in due form, to the trustee of the school fund, the number and location of each school district laid out by the levy court of his county, and every alteration of a district.

The levy court, two-thirds of all the members concurring, may, upon application, make such alterations, having due regard to the public convenience and to the interest of the schools, but notice of such application intended to be made, and of the time when it will be made, must be given by advertisements posted in four or more public places, in each district to be affected by the change, twenty days before the application is made, or the court shall not receive it.⁸

¹ Chap. 355, sec. 13, chap. 46, vol. 16.

² Chap. 446, p. 650, appended to school law of 1831.

³ *Ibid.*, sec. 1, chap. 369, vol. 16.

⁴ *Ibid.*, sec. 3, chap. 369, vol. 16.

⁵ *Ibid.*, sec. 2, chap. 369, vol. 16.

⁶ *Ibid.*, sec. 3, chap. 46, vol. 16.

⁷ *Ibid.*, sec. 10, chap. 46, vol. 16.

⁸ R. C., chap. 42, sec. 1.

No additional district, however, may be laid off, unless it be made to appear that there will be left in the original school district, or districts, at least thirty-five scholars over the age of five years, and also a like number in the additional school district proposed to be laid out.¹

Each school district, by name of "School district No. —, in — county," or "United school district, No. —, in — county," may take and hold ground for a school-house, the appurtenances and furniture; may take and hold by devise, bequest, or donation, real and personal estate, not exceeding in clear annual income \$1,000, for the use of the free school in said district, and may alien the same; may take bond from the collector; may prosecute actions upon it; and in any action for injury to any property of the district may recover double damages and costs. Any of said actions may be brought before a justice of the peace, if the sum demanded does not exceed \$100, and he must proceed as in other demands of like amount. A school district shall not possess any other corporate power or franchise.²

ARTICLE 5.

UNION OF SCHOOL DISTRICTS.

Two or more school districts, in any county, may unite for establishing and supporting a free school for their common benefit, and such districts, when united, shall be one district by the name of "United school district Nos. —, in — county."³

United school districts shall have the same powers and exercise them in the same manner as original districts. The power of taxation shall extend to the amount that could lawfully be raised by tax in the several districts composing such united district if acting separately.

The place of meeting of school voters of a united district shall be the school-house of the district, or, if there be none, then at the school-house mentioned in the notice, which shall conform to any standing order of the school voters.⁴

The respective school committees of adjoining districts shall have power to make such arrangements as they may deem proper in establishing a school for small children over 6 years old for the joint benefit of such adjoining districts.⁵

ARTICLE 6.

STATED MEETINGS.

The school voters in each district shall hold a stated meeting every year, on the first Saturday of April, at 2 o'clock in the afternoon, at the place appointed by the levy court, until there shall be a school-house for the district; then at such school-house. The meeting shall be kept open for at least an hour.

Any number of voters present may proceed to business and their acts shall be valid.⁶

They shall appoint a chairman and secretary, and then elect by ballot one member of the school committee to serve for a term of three years as a successor to the member whose term shall at that time expire, and likewise elect to fill all vacancies or unexpired terms occasioned by death, or otherwise, of any member of said committee.⁷

The school voters shall then resolve, by a majority of votes, what sum shall be raised in said district for a school-house or a free school therein. They shall then vote by ballot respecting a tax, and if a majority of votes be "for a tax," the sum so resolved to be raised may be levied by taxation. If a majority be "against a tax," the sum to be raised may be raised by subscription.⁸

When a majority of the voters of any school district, at their annual meeting in April, wish to raise by tax, for the support of a free school in their district, more than the [minimum] amount provided for in article 11 of the school laws, *namely, \$150 in each school district of New Castle County, \$125 in each school district of Kent County, and \$60 in each school district of Sussex County*, they shall resolve by a majority of votes what sum shall be raised for that purpose: *Provided* said sum does not exceed \$400, exclusive of the amount provided by article 11.⁹

When a majority of the voters of any school district at their annual meeting in April wish to raise by tax any sum of money not exceeding \$500, for the purpose of building or repairing a school-house in their district, they shall resolve by a majority of votes what sum shall be raised in said district for that purpose.⁹

No vote respecting a tax shall be taken at any other time than at the stated annual meeting, or the substitute therefor. Any district upon raising the sum of \$300 in any year by tax, may, in addition thereto, levy such further sum as may be required for a good school therein, by quarterly apportionment, in the discretion of the committee, on the person sending scholars to such school, unless a majority of the voters, at the stated annual meeting, direct otherwise.⁶

¹ R. C., p. 214, and chap. 296, sec. 1, vol. 12.

² *Ibid.*, chap. 42, sec. 22.

³ *Ibid.*, sec. 8.

⁴ *Ibid.*, sec. 9.

⁵ *Ibid.*, sec. 10.

⁶ *Ibid.*, sec. 3.

⁷ *Ibid.*, and chap. 133, sec. 2, vol. 13.

⁸ *Ibid.*, chap. 70, sec. 2, vol. 12.

⁹ *Ibid.*, sec. 3, vol. 12.

ARTICLE 7.

OCCASIONAL MEETINGS.

Occasional meetings of the school voters of a district may be called by the school committee, by advertisement stating the business of the meeting, posted as required for stated meetings. They must be held where the stated meetings are held.

Any number of the school voters, met pursuant to such call, may appoint a chairman and secretary and transact any business mentioned in the advertisements, but no other. The secretary shall make a note of the business mentioned in the advertisements, and where and when they were posted. These entries shall be conclusive, unless proved fraudulent; and the making of such fraudulent entry is punishable by a fine that may reach \$100.¹

ARTICLE 8.

RETURNS.

Two certificates of the proceedings of every meeting of school voters must be made and signed by the chairman and secretary; one must be delivered to the clerk of the district, the other to the clerk of the peace of the county, to be kept as a public record. If the chairman or secretary neglect his duty in this respect for the space of a month, he shall be held guilty of a misdemeanor and be fined \$50. The proceedings of the meeting, in such case, shall be void, and the school committee in office next before such meeting shall continue in office so far as to call another meeting, and shall proceed to do so by advertisements, posted as required for stated meetings. A statement that the proceedings of the meeting have not been duly returned shall be a sufficient statement of the business; and at a meeting so called the school voters shall have power to do any act which they could have done at the preceding meeting, and the meeting shall be regulated by the law applicable to the preceding one, and be a substitute therefor.²

ARTICLE 9.

POWERS AND DUTIES OF COMMISSIONERS AND CLERKS.

The powers and duties of school committees shall be:

1. To determine the site, lease or purchase the necessary ground, and build or procure a suitable house for the district, as near the centre of the district as possible. When built or procured, it shall not be removed, nor another procured without the direction of the school voters at a stated meeting.

2. To keep the school-house in good repair, supply it with necessary furniture and fuel, and bring actions, if necessary, for any injury to it.

3. To provide a school for the district when and as long as, their funds will enable them, and to employ teachers. They shall employ no teacher whom they shall not have ground to believe to be of good moral character and well qualified to teach reading, writing, arithmetic, English grammar, and such other branches of learning as they may deem necessary to be taught in their district, and who does not hold a certificate from the State superintendent.

They may employ a female teacher when and for such parts of the year as they shall deem best to do so. They may dismiss a teacher.

They may make regulations for the government of the school, and by these provide for the expulsion of a scholar for obstinate misbehavior.

The school shall be free to all the white children of the district over 6 years old.

4. To receive and collect all money belonging to, appropriated, or resolved to be raised for the district, and to apply the same justly.

5. To appoint collectors for the district, and take security by bond.

6. To do all acts requisite for effecting the premises—the acts of a majority to be as effectual, in all cases, as if done by them all.³

It shall be the duty of the school committee to post two copies of the account settled, as required by article 15 [on settlement of school committees with the auditor], in public places of the district within 10 days after settlement, on penalty of forfeiture of \$10 to the district for neglect of said action.⁴

The school committee must also annually, at the stated meeting, exhibit a just account of their receipts and expenditures, and a report of all their proceedings—may then appoint persons to settle such account—and must pay to their successors in office all money due from them. If for 10 days they neglect to do this they forfeit and must pay, additionally, at the rate of 5 per cent. on the sum due.

For these duties the committee may receive no emolument; but for attendance before the auditor they may, on the settlement of their account, be allowed each \$1 per day, and 3 cents per mile of necessary travel.⁵

¹ R. C., chap. 42, sec. 5.

² *Ibid.*, sec. 6.

³ *Ibid.*, sec. 11; also sec. 9, chap. 46, vol. 16.

⁴ *Ibid.*, sec. 19.

⁵ *Ibid.*, sec. 20.

DISTRICT CLERKS.

It is made the duty of the clerk of each school district to give notice of stated meetings by advertisements, under his hand, of the day, hour, and place thereof, posted in five or more public places of the district, at least 5 days before the meeting. If he neglect this duty he forfeits and must pay the district \$10; but the want of such notice does not make the acts of the meeting void. If there be no clerk the *commissioners* shall give the notice under the same penalty.¹

The clerk must also keep a record book of the district, in which he must enter its bounds, describe any change therein, copy the certificate of the proceedings of every meeting of the school voters, the proceedings of the school committee, and the names of the scholars attending the school, a *list of whom must be furnished by the teacher*. This book shall be evidence. He must also keep all papers belonging to the district or the committee.²

The clerk of each school must distribute the books received from the State superintendent, as aforesaid, to the scholars of the district, or to their parents, guardian, or other person, as they may desire, on receipt of the price for the same, which must be forwarded by him to the State superintendent within 30 days thereafter. The clerk of each district is held responsible for the safe-keeping of the books furnished him by the superintendent, and also for the price of those sold to parents, guardians, scholars, or other persons.

Any money or the value of any books which said clerk may fail to account for, according to law, may be recovered in the name of the State by the State superintendent, before a justice of the peace, as other accounts, when the sum does not exceed \$100.

Such clerk must also report to the State treasurer quarterly, the number of books, their kind and price, supplied by the State superintendent, as aforesaid; and at the expiration of his term of office must turn over to his successor in office all the books on hand, and take a receipt for the same, which shall be his voucher in settlement.³

ARTICLE 10.

TEACHERS.

Every teacher employed under the provisions of this act must make out and hand to the commissioners of the district, at the end of each quarter, a report, setting forth the whole number of pupils attending school during the quarter, designating whether male or female, the number of days each has attended, the books used and branches taught; and until such report shall have been made it shall not be lawful for the commissioners to pay such teacher his or her salary.

The report made in pursuance of this provision must be forwarded annually, in the month of April, by the clerks of the several districts to the State superintendent.⁴

The time during which the teacher shall be in attendance on the county teachers' institute may not be deducted from his or her period of service as teacher by the commissioners of the district.⁵

By act of April 16, 1835, the trustee of the school fund is required to set apart annually, in the month of August, out of the portion of the school fund distributed to each county, the sum of \$100, the same to be applied toward the expenses of holding the teachers' institute in each county of this State, which sum, so set apart, shall be paid to the State superintendent of free schools, upon his draft on the trustee of the school fund; the money so drawn by the superintendent to be used by him towards defraying the expenses of the teachers' institutes in each county, and for no other purpose whatever.⁶

ARTICLE 11.

ASSESSMENTS.

It is the duty of the school committees of the several school districts to make assessment lists for their respective districts; such lists to consist of the rates of all white male inhabitants of the district over 21 years old, of the rates of the personal property of all such white inhabitants and of the clear rental value of all the assessable real estate within the district owned by white persons. But such personal property of white persons subject to tax for school purposes in the school districts is to be liable to assessment and tax for these purposes only in the school district in which it is actually located.

The school committees may not take the rates of personal property from the assessment list of the hundred in which it stands assessed at the time, but must fix the rates of such property for their respective districts on personal view thereof, or other information of the owners or persons having control of the same.⁷

¹ R. C., chap. 42, sec. 4.

² *Ibid.*, sec. 21.

³ *Ibid.*, chap. 369, sec. C, vol. 16.

⁴ *Ibid.*, chap. 46, sec. 12, vol. 13.

⁵ *Ibid.*, chap. 369, vol. 16.

⁶ *Ibid.*, chap. 445 of "Free Schools," appended to digest of 1832.

⁷ *Ibid.*, chap. 42, sec. 12.

The school commissioners in each school district must annually, in the month of April, assess and levy, *without regard to any vote thereon*, in each school district of New Castle County the sum of \$150, in each school district of Kent County the sum of \$125, and in each of the school districts in Sussex County the sum of \$75—this last in lieu of a former \$60.¹

A copy of the assessment list must be posted in some public place of the district for inspection, and the committee must give notice, by advertisement, in at least 5 public places in the district, that said list is posted, and where; also of the day, hour, and place (not less than 5 days thereafter) of their sitting to hear objections to it. Upon such hearing they must make all just corrections, and add anything omitted, but not alter a rate taken from the assessment list of a hundred.²

The list when settled shall be conclusive, and must stand till the next assessment in the district, when a new list must be made for each school district.³

The several school committees elected must annually, on oath or affirmation, revise the assessments of rental values in their several districts, so as to make them bear a due proportion to each other, having respect to their productiveness to their several owners.⁴

When said assessments have been so adjusted, it is the duty of the clerks of the several districts to direct a letter to each non-resident whose rental valuation has been assessed in any district, stating the amount of his or her rental valuation in any of said districts, and the day and hour when the school committee will sit as a court of appeal to hear any objections that may be made to such assessment.⁵

ARTICLE 12.

LEVY AND COLLECTION OF TAXES.

On completion of the assessment and levy of the school tax in the school districts of the State by the respective school committees, these committees must determine the rate on every hundred dollars of the assessment lists required to raise the sum levied, with 10 per cent. added for delinquencies and costs of collection. After determining the rate, as aforesaid, said school committees may accept the tax of every person liable to pay the same who shall tender the payment before the 10th day of May, in the year which said tax shall be levied, and the committees must allow to every person so paying the tax within said time, an abatement of 8 per cent. upon said tax.⁶

On the 10th of May in each year, or as soon thereafter as possible, the school committee in each district must execute and deliver their warrant, with duplicate of the uncollected assessment list, to a collector specially appointed by the said school committee, or to the collector of county taxes for the hundred in which such school district may be situated, and the said collector is required to accept the same and collect the taxes thereon assessed. To execute the said warrant the said collector is given all the powers of a collector of county rates, and must proceed in the same manner.⁷

If any collector of a hundred refuse to receive and execute a warrant directed to him according to this section, he forfeits and must pay to the school district whose school committee issued such warrant the sum of \$50.⁸

ARTICLE 13.

SCHOOL FUND.

The clear income of the school fund of this State is apportioned among the school districts as follows:

1. The dividends on an investment in 5,000 shares of Farmers' Bank stock, made under act of February 21, 1837; the interest on \$131,750 of a bond of the State of Delaware to the school fund of the said State, at 6 per cent. interest, and the interest on the sum of \$5,000 advanced to the county of Sussex under act of February 17, 1837, must be divided, as they fall due, among the counties equally, except that Sussex County is to have, for its schools, the interest on the \$5,000 above mentioned, in addition to its one-third part of the dividend from the general school fund.

2. All the clear dividends or profits from any other bank stock, securities, or property, belonging to said fund, together with the clear sum from fees for marriage and tavern licenses, and any other income of said fund, or money directed by law to be paid to the trustee of said fund for distribution, must be apportioned among the several counties according to their *white* population, as ascertained by the census of 1830.⁹

The trustee of the school fund, in apportioning annually the share of its income to each county in the State, must distribute it equally among all the districts in the respective counties, without regard to the question whether the said districts are original or subdivided, and so that each district in the same county shall receive the

¹ R. C., chap. 269, sec. 8, vol. 16.

² *Ibid.*, chap. 42, sec. 12.

³ *Ibid.*

⁴ *Ibid.*, chap. 293, sec. 2, vol. 12.

⁵ *Ibid.*, sec. 3.

⁶ *Ibid.*, chap. 43, sec. 13.

⁷ *Ibid.*, and chap. 354, vol. 16.

⁸ *Ibid.*, chap. 42, sec. 13.

⁹ *Ibid.*, sec. 2.

same sum or share; except that in apportioning the share of New Castle County among the districts thereof, the said trustees shall distribute one-seventh part of this among the districts in the city of Wilmington; the residue among the remaining districts equally.¹

ARTICLE 14.

DRAFTS ON THE SCHOOL FUND.

Whenever the school voters in a school district raise in any year, by subscription or tax, \$25, the school committee may draw an order on the trustee of the school fund for such district's share of the proceeds thereof. Such order, accompanied by a certificate that the committee did actually receive that amount, shall be accepted and paid by the said trustee to the extent of any sum that may stand to the credit of the district when the order is presented, and any money that shall be placed to its credit during that year of the account shall be applicable to the balance.²

The year of accounts with school districts must commence on the first day of August, and at the end of every such year the accounts of all the districts must be closed. An order drawn on the faith of money raised in one year may not be paid out of sums credited to the district in any other year; but money remaining to the credit of a district at the end of the year may be drawn by the committee on their order and certificate that the said district has raised and paid to them a sum equal to what would have been needed to draw the same in the year when it was credited to the district. If it be not so drawn within three years, it is forfeited, and must be carried to the county's portion of the school fund, divisible among all the districts thereof the next year.

The trustee of the school fund must certify the date of each order, the sum paid thereon, and the amount stated in the certificate to have been raised in the district, to the auditor of accounts, who is to charge the committee with that amount on settlement.³

If any person make a fraudulent certificate to draw money from the trustee aforesaid, he is to be held guilty of misdemeanor and fined double the amount of said certificate.⁴

ARTICLE 15.

SETTLEMENT OF SCHOOL COMMITTEES WITH AUDITOR.

The auditor is to settle the accounts of school committees who have drawn money as aforesaid. For this purpose, every such committee must, *under penalty of forfeiting to the district \$25 for neglect*, appear with their accounts and vouchers before him, when he shall attend in the county of such committee to settle the account of the county treasurer and others, of which he must give notice.

*The settlement must show how long a school was kept in the district, the compensation of the teacher, the number of scholars, the sum raised, and whether by tax or voluntary contribution; the sum drawn, and the sum expended; all of which must be stated in the auditor's report to the General Assembly.*⁵

For information as to the condition of the schools, the auditor is required to prescribe forms of returns to be made by school committees for collecting the statistics of all the free schools in the State. He may require returns according to such forms, and may refuse to settle the account of a school committee till the proper return be made; and if, in consequence, settlement of an account be not made during his attendance for that purpose, the school committee must incur the forfeiture above provided, with the same liabilities and consequences as if they had failed to appear.⁵

ARTICLE 16.

SOURCES OF THE SCHOOL FUND.

All money appropriated to, or invested for, "the fund for establishing schools in the State of Delaware" must belong to "*the school fund of the State of Delaware.*"

The State treasurer for the time being is the trustee of this fund, with power to receive, sue for, and recover any money or property bequeathed, given, or belonging to said fund. He is to vote as holder of any stocks belonging to said funds; to lease any real estate devised, given, or belonging thereto, for terms not exceeding 3 years; to distrain for and collect the rents thereon accruing, and to improve and manage such estate as may be proper.

The public faith is solemnly pledged for the faithful appropriation of all bequests or gifts to said fund, towards the establishment and support of schools for instruction in reading, writing, arithmetic, grammar, and such other branches of knowledge as belong to a good English education. *No part of said fund may be applied to any academy, college, or university.*

The trustee of the school fund must annually, upon settling his account with a

¹ R. C., chap. 442, sec. 1, vol. 11.² Ibid., chap. 42, sec. 16.³ Ibid., sec. 17.⁴ Ibid., sec. 18.⁵ Ibid., sec. 19.

committee of the Legislature, publish the particulars of such settlement, and mention the name of any person who has made a gift or bequest to said fund, with the amount.¹

Other sources of the fund are: The proceeds of marriage and tavern licenses; one-fourth of all the money arising from licenses for auctioneering; foreign life-insurance agency; vending of goods, wares, and merchandise by samples; keeping of traveling jacks or stallions; keeping eating houses; taking photographs; acting as brokers; real-estate agency; exhibiting circuses; practicing jugglery; selling vinous, spirituous, or malt liquors; also one-fourth of the money from fees on commissions issued to prothonotaries, clerks of the peace, recorders of deeds, clerks of the orphans' court, and sheriffs. These and all other moneys or property given, appropriated, or belonging to said fund are dedicated to public education in the State of Delaware.²

LAWS RELATING TO SCHOOLS FOR COLORED PERSONS.

The levy courts in the several counties of this State are required to levy annually, in the month of April, a tax of 30 cents in the hundred dollars, and so pro rata, on the assessments of the real and personal property and poll of colored persons, as they stand upon the assessment lists of the several hundreds, which tax is to be set apart as a distinct fund for the maintenance of schools for colored youth in the State.³

All moneys collected under this act are to be paid, as other taxes, to the county treasurer in each county, to be kept by him as a separate fund, and to be paid by him to the treasurer of the "Delaware Association for the Education of Colored People."

The fund arising from the provisions of this act and paid to said association is to go to the support and maintenance of schools for colored youth throughout the State, and to be distributed by the said association. The treasurer of said association is to give bond to the State of Delaware, in the penal sum of \$2,000, for the faithful application of the moneys received under this act.⁴

The sum of \$2,400 is appropriated annually from the State treasury to be also expended for the education of the colored children of the State. The money so appropriated is to be paid by the State treasurer to the treasurer of the "Delaware Association for the Education of the Colored People" on or before the 1st day of October in every year; the treasurer giving bond in the penal sum of \$5,000 for the faithful application of all moneys received here-under, said bond to be approved by the secretary of State and to be recorded in his office.⁵

FLORIDA.

ESTABLISHMENT OF THE FREE-SCHOOL SYSTEM.

The Legislature must provide a uniform system of common schools and a university, and for a liberal maintenance of the same. Instruction in them is to be free.⁶

A superintendent of public instruction, whose term of office is made 4 years, and until the appointment and qualification of his successor, is given general supervision of the educational interests of the State.⁷

The superintendent of public instruction, secretary of State, and attorney-general constitute a body corporate, to be known as the board of education of Florida.⁸

A special tax, of not less than 1 mill on the dollar of all taxable property in the State must be levied and apportioned annually for the support and maintenance of common schools, in addition to the other means provided.⁹

SCHOOL POPULATION AND SCHOOL YEAR.

The legal school population of the State—*i. e.*, children entitled to free instruction in the common schools—consists of the resident youth between the ages of 6 and 21 ascertained by a quadrennial census.¹⁰

A school year consists of 3 terms; the term, of 3 school months; the month, of 22 teaching days.¹¹

PRESCRIBED STUDIES.

The only studies prescribed in this State, as a whole, are those which the State superintendent requires of teachers in order to their securing first, second, and third-class certificates.¹² Uniformity of text-books in each county is required, and this implies at least an approximation to a county uniformity of studies.¹³

CHIEF STATE SCHOOL OFFICER.

The superintendent of public instruction is given the oversight, charge, and management of all matters pertaining to public schools, school buildings, grounds, furniture, libraries, text-books and apparatus.¹⁴

¹ R. C., chap. 40, secs. 197-8.

² *Ibid.*, sec. 4.

³ *Ibid.*, chap. 48, sec. 1, vol. 15, and chap. 369, vol. 15.

⁴ *Ibid.*, chap. 373, vol. 16.

⁵ *Ibid.*, chap. 362, vol. 16.

⁶ Const. of 1863, art. 8, sec. 2.

⁷ *Ibid.*, sec. 3.

⁸ *Ibid.*, sec. 9.

⁹ *Ibid.*, sec. 5.

¹⁰ Code of 1869, secs. 1 and 39.

¹¹ *Ibid.*, sec. 22.

¹² *Ibid.*, secs. 24-26 and Regulations of Dept. of Pub. Inst., pp. 28-33.

¹³ Act of Mar. 1, 1883, p. 23 of Sch. Laws.

¹⁴ Code, sec. 12.

He is empowered and required (1) to distribute to school officers and teachers copies of the school laws, forms, and instructions for their use; (2) to provide plans for school buildings and directions as to furniture and apparatus; (3) to call meetings of county superintendents and other officers with a view to information as respects the working of the school system and the means of improving its efficiency; (4) to assemble teachers in institutes and employ instructors to inform them of improved methods of teaching and conducting schools; (5) to grant certificates to graduates of the department of teaching, and to successful teachers, and to fix the grades and standards of qualification of teachers generally; (6) to annually apportion among the counties of the State the interest on the common-school fund, and the fund raised by a one-mill State tax authorized by the constitution, each according to the number of resident children between the ages of 4 and 21.¹

STATE BOARD OF EDUCATION.

This board has the oversight and management of all lands held by the State for educational purposes; the safe keeping and expenditure of the State educational funds; the auditing of the accounts of the State superintendent, and the decision of questions and appeals referred by him to the board. It is to co-operate with him in the organization of the department of public instruction and in the general diffusion of knowledge in the State.²

COUNTY BOARDS OF PUBLIC INSTRUCTION.

Each board of public instruction is a corporate body by the name of "The board of public instruction for the county of ———, State of Florida," and in that name may hold real and personal estate, receive bequests and donations, and perform other corporate acts for educational purposes.

The title of the school property of the county is vested in the county board and its successors in office.

The county superintendent of schools is, *ex officio*, secretary and agent of the county board, and the county treasurer the treasurer of the county-school funds.

It is the duty of each county board to maintain schools in every locality of the county where they may be needed; such schools to accommodate, as far as practicable, all the youth between the ages of 6 and 21 years, during not less than 3 months each year; also to appoint from 1 to 5 trustees to care for such schools, examine and employ teachers, secure healthful sites, as well as fair accommodations, and apportion moneys according to average attendance.³

The members of the county boards, as well as of the State board, must be indorsed as of good moral character, possessing a fair education, and ready to extend the benefits of free instruction in the public schools to all classes of youth.⁴

COUNTY SUPERINTENDENTS.

It is the duty of each county superintendent to ascertain where schools should be established; to present to the county board plans and estimates for necessary school buildings; to visit each school at least once a term; to do all he can to awaken interest in education; to confer frequently with school trustees as to their duties; to select as trustees persons likely to be efficient; to keep a record of each school established, with the number, name, and description of locality, as well as of expenses incurred for it, and of his visits of inspection to each school; to notify the State superintendent of the names and addresses of county school officers and teachers on their entrance upon duty; to see that the interests of the county are regarded in contracts for school buildings and apportionment of moneys; to examine candidates for teaching when empowered to do so by the county board, and to revoke or suspend teachers' certificates for cause.⁵

SCHOOL TRUSTEES.

It is made the duty of each school trustee, or board of such trustees, to have the charge of schools and school interests over which they have been appointed; to attend to the improvement of the school property committed to them; to supply the needed text-books, stationery, and apparatus, the books for libraries, and the forms for statistical reports; to inspect each school at least once a month; to see that the instruction and moral influences are good; that the attendance and deportment of the pupils are satisfactory, and that the buildings, furniture, fences, and grounds are kept in good condition.

They are also to endeavor to secure regular and prompt attendance of school children, a dutiful observance of needful regulations, and a greater general interest in education on the part of citizens; are to keep full records of their official acts, accounts of moneys and property received by them or disbursed, the length of time each teacher was employed, and the condition of the accounts of teachers or other persons; are also to report to their county superintendent quarterly.⁶

¹Code, sec. 13.

³Ibid., secs. 14-20, inclusive.

⁵Code, sec. 22.

²Ibid., secs. 10, 11.

⁴Regulations of Dept. of Pub. Inst., p. 23.

⁶Ibid., sec. 23.

TEACHERS' CERTIFICATES.

A certificate of qualification to teach school may be granted by a county board of public instruction, and be good in the county for a year, or may come from the State superintendent to graduate of the department of teaching, or to eminently successful teacher; this latter certificate to be of three grades, good, in any part of the State for the time specified in each case; fair moral character, as well as literary qualifications and power of governing and managing a school, to be prerequisites.¹

TEACHERS' DUTIES.

Every teacher is directed to labor faithfully for the advancement of pupils in their studies, and to inculcate, by precept and example, truth, honesty, patriotism, and the practice of Christian virtues; to require cleanliness, neatness, order, promptness, and gentility of manners, habits of industry and economy, a regard for the rights and feelings of others, and a sense of their responsibilities and duties as citizens; to see that the school-house, grounds, and furniture are not needlessly defaced or injured; to enforce due restrictions on the conduct of the pupils, avoiding, however, any unrequired severity; to suspend pupils for immorality or gross misconduct, giving notice of the suspension to the parents and the school trustees; to hold a public examination of the school each term, and at the close or suspension of the school for any term to deliver up the keys and school property to the trustees.²

The reading of the Bible at the opening of school, with short unsectarian devotions, is allowed; but no pupil may be required to engage in them against his conscience, or against the wishes of his parents or guardians.³

Time necessarily spent by a teacher in going to, attending on, and returning from a teachers' institute is not to be deducted from a teacher's pay.⁴

Teachers may devote a half-day each week to instruction in needle-work or manual labor.⁵

GENERAL PROVISIONS AS TO SCHOOLS.

Youth, residing in a county, may attend school in an adjoining one, on the consummation of arrangements between the proper officers for a transfer of such youth's share of the school fund to the other county.⁶

When citizens of a neighborhood where there is no free school desire one for the education of their children, they may have it by raising amongst themselves one-half of the salary of a teacher or teachers for at least a three-months school term; for then the board of public instruction of the county must notify the county commissioners of the amount and purpose for which the money has been raised; and if suitable arrangements for the accommodation of the school and boarding of the teacher are provided, the county commissioners must, at the next tax levy, raise the same amount, not to exceed a dollar a month for each pupil entitled to attend the school. That done, the county school board must open the school and use for its support the funds that have been so collected.⁷

A county (or school district) neglecting to establish and maintain, for at least 3 months in any year, such a school or schools as the available funds will support, forfeits its portion of the school funds during such neglect, and moneys so forfeited must be apportioned among the several counties at the next annual apportionment.⁸

CENSUS OF SCHOOL CHILDREN.

It is made the duty of the tax assessor of each county to take quadrennially, at the time of assessing the taxes of his county, a census of all the children of the county between the ages of 4 and 21, and also of those between 6 and 21, the former being the age for the reception of school money, the latter the age for free instruction in the common schools. He is also to report to the county superintendent whether any of those reported are deaf-mutes. For the performance of these duties he may have 3 cents for each child reported; while for failure to perform them he forfeits \$50, and the county superintendent must perform the duty.⁹

TAXES FOR SCHOOL PURPOSES.

The special tax of one-tenth of 1 per cent. on the assessed value of the taxable property of the State, provided for in section 5, article 9 of the constitution, is required to be collected at the same time and in the same manner as other taxes.

The treasurer of the State board of education is to keep an account with each of the several counties, in which account he must credit each county with its proportion of the income of the school fund and of the fund raised by the 1-mill tax authorized by the constitution, and must charge them with the amounts received for by the treasurer of the board of public instruction to the tax-collector, and all amounts paid them by the State under the direction of the board of public instruction.¹⁰

¹ Code, secs. 24-26.

² *Ibid.*, sec. 29.

³ *Ibid.*, sec. 31.

⁴ *Ibid.*, sec. 33.

⁵ *Ibid.*, sec. 35.

⁶ *Ibid.*, sec. 36.

⁷ *Ibid.*, sec. 37.

⁸ *Ibid.*, sec. 38.

⁹ *Ibid.*, secs. 39, 40.

¹⁰ *Ibid.*, secs. 41, 42.

GEORGIA.

STATE FREE-SCHOOL SYSTEM.

There shall be a thorough system of common schools for the education of children in the elementary branches of an English education only, as nearly uniform as practicable, the expenses of which shall be provided for by taxation, or otherwise.

The schools shall be free to all children of the State, but separate schools shall be provided for the white and colored races.¹

Existing local school systems were not affected by the constitution of 1877; nor were schools, not common schools, deprived of participation in the educational fund of the State as to all pupils therein taught in the elementary branches of an English education.²

Private elementary schools may be taught in connection with the public schools, subject to the approval of the school officers of the districts, the teachers of such schools being required to hold legal certificates and to make reports of school statistics the same as public-school teachers.³

SCHOOL POPULATION.

It shall be the duty of the county and city boards of education of the State to have the enumeration of the children between the ages of 6 and 18 years taken under instructions from the State school commissioner in the year 1883, and every ten years thereafter; but any county board that was dissatisfied with the correction made by authority of the State board of education in the returns of 1882 could have an enumeration taken in 1883 under the provisions of the above law.⁴

MINIMUM LENGTH OF SCHOOL YEAR.

Schools must be maintained for at least three months in each year, except when it is impracticable on account of the sparseness of population to make arrangements for keeping up the primary schools for so long a time; in such cases the county boards of education may establish schools to continue for two months only.⁵

STATE SUPERVISION.

The Governor, the attorney-general, the secretary of State, the comptroller-general, and the State school commissioner constitute the State board of education. Of this board the Governor is *ex officio* president, and the State school commissioner the chief executive officer. The board takes and holds, to it and its successors, in trust for the State, any grant or devise of lands, or any donation or bequest of money or other personal property made to it for educational purposes, and places in the hands of the State treasurer for safe-keeping, all moneys and personal property so received, and titles to land; the State treasurer pays to the order of the board the income or principal thereof as the board may from time to time require in pursuance of the law. The board acts as a court of appeals in questions relating to school law.⁶

The State school commissioner, appointed biennially by the Governor and confirmed by the senate, is charged with the administration of the school laws, and a general superintendence of the business relating to the public schools of the State.

He prescribes forms for reports; gives instructions as to the execution of the school laws; visits the counties for the purpose of examining into the administration of school law, of counselling with teachers, and of delivering addresses; apportions school money, and reports annually to the General Assembly.⁷

STATE SCHOOL TAX AND STATE SCHOOL FUND.

The poll-tax (not to exceed \$1 on the head), any educational fund now belonging to the State (except the endowment of and debt due to the University of Georgia), a special tax on shows and exhibitions, and on the sale of spirituous and malt liquors—which the General Assembly is hereby authorized to assess—and the proceeds of any commutation tax for military service, and all taxes that may be assessed upon such domestic animals as from their nature and habits are destructive to other property, the net proceeds of fees for inspecting fertilizers and for the hire of convicts; all endowments, devises, gifts, and bequests made to the State or State board of education; one-half of the net earnings of the Western and Atlantic Railroad, and some special fines and forfeitures are set apart and devoted to the support of the common schools.⁸

The State school fund is apportioned to the different counties by the State school commissioner, and in each county such funds thus apportioned are paid to the county school commissioner by the tax-collector of said county, upon order from State school commissioner.

¹ Const. of 1877, art. 8, sec. 1.

² *Ibid.*, art. 8, sec. 5.

³ Act Gen. Ass., approved Sept. 28, 1883.

⁴ Act of Gen. Assen., approved Sept. 28, 1883.

⁵ Stat., secs. 1269 and 1270.

⁶ *Ibid.*, sec. 1242 *et seq.*

⁷ Const. of 1877, art. 8, sec. 2, and Stat., sec. 1248

et seq.

⁸ *Ibid.* sec. 3, and Stat., 1267.

The poll-tax of each county is set apart for the support of the schools of that county alone.¹

EDUCATION IN HIGHER AND PROFESSIONAL STUDIES.

The trustees of the University of Georgia may accept bequests, donations, and grants of land or other property for the use of said university, and the General Assembly may make donations thereto.

The General Assembly may also make appropriations to any college or university (not exceeding one in number) now established or hereafter to be established in the State for the education of persons of color.²

The superior court may charter school, college, or academy, upon the petition of one or more discreet and proper persons, showing that such school is or is about to be established in the county in which the court is sitting, and asking for corporate authority. To such persons and their legal successors, the court may grant a charter bestowing upon them such corporate powers as are not inconsistent with law nor in violation of private rights. Such charter is good for twenty years unless sooner revoked by law.³

The boards of education or other constituted authorities having charge of the public schools in those counties or municipal corporations having a system of public schools, supported by local taxation, not restricted to the elementary English branches, may open and annex to such public schools a department of industrial education, in which the students may be taught the use of tools for working in wood and metal.⁴

COUNTY SUPERVISION.

Each county composes one school district and (unless under special local laws) has a county board of education of five members, elected by the grand jury for four-year terms, subject to partial biennial change.

A secretary, chosen by the board from its own number or from the citizens of the county for a term of four years, is *ex officio* county commissioner of education with duties similar to those of county superintendents elsewhere.

The county board of education prescribes, from time to time, what text-books and books of reference shall be used in the common schools of the county (the Bible is not to be excluded from the common schools of the State, but no books of sectarian or sectional character can be introduced). It may establish evening schools and manual-labor schools, may permit children residing in one subdistrict to attend school in another, lays off the county into subdistricts, is empowered to employ teachers, to purchase, lease, or rent school sites, to build, repair, or rent school-houses, and furnish the same, decides controversies, and grants teachers' certificates.⁵

The county school commissioner examines applicant for license to teach, and recommends to the county board of education for license such applicant who is adjudged competent to govern a school and give instruction, visits schools, grades teachers, audits accounts, keeps a record of his official acts, makes such reports to the State school commissioner as may be required by that officer,⁶ and makes an annual report to the grand jury at the spring term of the court, and places his books before them for examination.⁷

LOCAL SUPERVISION.

For each subdistrict the county board of education appoints three trustees (one each year), who hold office for three years.

These trustees supervise the school operations of the subdistricts, visit schools, make such recommendations to the county board in relation to the school interests of their subdistricts as may seem to them best, and make an annual report to the county board of education.

Authority may be granted to counties, upon the recommendation of two grand juries, and to municipal corporations upon the recommendation of the corporate authority, to establish and maintain public schools in their respective limits by local taxation; but such law does not go into effect until approved by a two-thirds vote of the qualified electors of such county or corporation.⁸

Any city having more than 2,000 inhabitants, or any county, under authority of the General Assembly, may organize an independent system of public schools and may draw its pro rata share of the State school money, provided the chief executive officer of such independent organization makes the same regular reports to the State school commissioner as are required of the county school commissioners.⁹

Boards of education failing in any year to put schools in operation forfeit their share of the school money of that year.¹⁰

TEACHERS.

The county boards of education choose such teachers as are recommended by the

¹ Stat., secs. 1249c and 1271a.

² *Ibid.*, sec. 3209.

³ Sch. Laws of 1884-'85, page 58.

⁴ Act of Leg., Oct. 16, 1885.

⁵ Stat., sec. 1253 *et seq.*

⁶ *Ibid.*, sec. 1261 *et seq.*

⁷ *Ibid.*, sec. 1263a.

⁸ Const. of 1877, art. 8, sec. 4.

⁹ Stat., sec. 1272.

¹⁰ *Ibid.*, 1275a.

school trustees of the subdistricts as the choice of the community to be served. Teachers are paid at the expiration of each term of school by the county school commissioner, upon order from the county board of education.¹

The county commissioner (with such assistants as he may select) examines applicant for license to teach in the primary schools in the following: Orthography, reading, writing, English grammar, geography, and arithmetic.

Those who propose to teach in schools of higher grade are examined in the studies belonging to such schools.

Under the present constitution there can be no schools of higher grade, except under local systems.

The first (highest) grade license is valid for three years; the second, two years; third grade, one year; fourth (lowest) grade, six months (granted to those who are competent to teach only a portion of the legal branches); and in some particular subdistricts in which the children have made but little advancement in obtaining an education.²

All teachers must have licenses to teach, "but certificates of proficiency and licenses to teach" granted by the North Georgia Agricultural College are good as licenses in the public schools of the State.³

LOCAL LAWS.

Several counties, cities, and towns have special laws governing their school systems. In some instances taxes (in addition to those authorized by law) are levied and collected under authority bestowed by special laws.⁴

ILLINOIS.

STATE FREE-SCHOOL SYSTEM.

The constitution requires that provision be made for a thorough and efficient system of free schools whereby all children of the State may receive a good common-school education.⁵

Every person having the control and charge of any child or children between the ages of 8 and 14 years must send such child or children to a public or private school for a period of not less than 12 weeks in each school year, unless such child or children are excused from attending school by the board of education or school directors of the city, town, or school district in which such child or children reside.

The penalty for non-compliance with the above law is not less than \$5 nor more than \$20.⁶

Children are not to be excluded from school on account of race or color.⁷

Women 21 years old and upwards, and possessing the qualifications prescribed for men, are eligible to any office under the general or special school laws of the State.⁸

LEGAL SCHOOL POPULATION.

The legal school age is from 6 to 21 years.⁹

The board of trustees of each township shall prepare or cause to be prepared and forwarded, on or before the 15th of July preceding each regular session of the General Assembly, to the county superintendent or State superintendent, a statement showing the condition of the schools for the preceding biennial period, giving each year separately. One of the items shown by this report is "the number of persons under 21 years of age, with a separate enumeration of those above the age of 12 years who are unable to read and write."¹⁰

If the township trustees fail to prepare and forward, or have prepared and forwarded, the above statistics, the county superintendent shall employ a competent person to take the census.¹¹

MINIMUM LENGTH OF SCHOOL YEAR.

Schools must be kept open at least 110 days in each year and longer if practicable.¹²

The school month is the same as the calendar month; but teachers are not required to teach on Saturdays, legal holidays, and days of thanksgiving and of fast appointed by the national or State authority.¹³

PRESCRIBED STUDIES.

Schools established under the school laws shall be for the instruction of pupils in orthography, reading in English, penmanship, arithmetic, English grammar, modern geography, the elements of the natural sciences, the history of the United States, physiology and the laws of health, and in such other branches, including vocal music and drawing, as the directors or the voters of the districts may prescribe.¹⁴

¹ Stat., secs. 1257b and 1271.

² Ibid., sec. 1261.

³ Act of Leg., Feb'y 28, 1877.

⁴ See Sch. Laws (1886), p. 41 et seq.

⁵ Const., art. 8, sec. 1.

⁶ Act of Leg. approved June 29, 1835.

⁷ Ibid., approved Mar. 24, 1874.

⁸ Ibid., approved April 3, 1873.

⁹ Sch. Law, 1880, sec. 43.

¹⁰ Ibid., sec. 36.

¹¹ Ibid., sec. 21.

¹² Ibid., sec. 43.

¹³ Ibid., sec. 54.

¹⁴ Ibid., sec. 50.

STATE SUPERVISION.

The State superintendent is elected quadrennially by the people, and must give bond for \$25,000.

He keeps a record of all matters pertaining to his office; is *ex officio* member of State board of examiners for management of the State Normal University; counsels and advises with teachers; has the supervision of all the common and public schools in the State; is the general adviser and assistant of county superintendents; makes such rules and regulations as may be necessary and expedient to carry into efficient and uniform effect the school laws of the State; has power to cause school money to be withheld from officers, townships, districts, or teachers failing to make reports as required by law; makes a biennial report to the Governor on or before the first day of November, preceding each regular session of the General Assembly.¹

STATE TAX AND STATE SCHOOL.

The common-school fund consists of, first, an annual appropriation of one million dollars; second, the interest on what is known as the school fund proper, being 3 per cent. upon the proceeds of the sales of the public lands in the State, one-sixth part excepted, and, third, the interest on what is known as the surplus revenue distributed by act of Congress, and made a part of the common-school fund by act of Legislature March 4, 1837.

The State auditor of public accounts apportions the annual school fund (money) among the different counties in proportion to the number of children in each, under 21 years of age, and issues his warrant to the superintendent of schools of each county upon the collector thereof.

There warrants are received by the State treasurer in payment of amounts due to the State from county collectors.²

Neither the General Assembly, nor any county, city, town, township, school district, or other public corporation, shall ever make any appropriation in aid of any church or sectarian purpose, or to help support any institution of learning controlled by any church or sectarian denomination; nor shall any grant or donation of land or money or other personal property ever be made by the State or any such public corporation to any church or for any sectarian purpose.³

EDUCATION OF TEACHERS.

Two State normal universities (Illinois State Normal University and Southern Illinois Normal University), whose objects are to qualify teachers for the common schools of the State, by imparting instruction in the art of teaching, and all branches of study pertaining to a common-school education; in the elements of natural sciences; in the fundamental laws of the United States, and of the State of Illinois, in regard to the rights and duties of citizens, and such other studies as the board of education may prescribe.

The Illinois State Normal University is managed and supervised by the board of education of the State of Illinois, whose members hold office for six years.

The Southern Illinois Normal University is managed by a board of five trustees appointed by the Governor for four-year terms.

To each of these universities each county may send two pupils free of expense, and each representative district is entitled to gratuitous instruction for a number of pupils equal to the number of representatives in said district.⁴

A county may establish a normal school and levy taxes and appropriate moneys for the support of such, and also for the purchase of grounds, buildings, and furniture for the same; or two or more counties may unite in establishing a normal school.

The management and the control of such schools are vested in a county board of education, consisting of not less than five nor more than eight members, elected by the board of supervisors or county court for three-year terms, subject to partial annual change.⁵

The county superintendent must hold an annual teachers' institute, continuing in session not less than five days, for the instruction of teachers and those who may desire to teach, provided two or more counties may hold an institute together.

Instruction in these institutes is free to all who hold valid teachers' certificates; others attending them must pay a registration fee of \$1, unless they have paid an examination fee and failed to obtain a certificate.⁶

EDUCATION OF DEFECTIVE, DEPENDENT, AND DELINQUENT CHILDREN.

An act "to regulate the State charitable institutions and the State Reform School, and to improve their organization and increase their efficiency," approved April 15, 1875, makes it the duty of the State superintendent to visit such of the charitable institutions of the State as are educational in their character, and to examine their

¹ Sch. Law, sec. 1 *et seq.*

² *Ibid.*, sec. 68 *et seq.*

³ Const., art. 8, sec. 3.

⁴ Act Leg., Feb. 18, 1857, and March 9, 1869.

⁵ *Ibid.*, March 16, 1869.

⁶ *Ibid.*, sec. 51.

facilities for instruction, and the several superintendents of these institutions are required to make such reports to him as he may prescribe.

EDUCATION IN HIGHER AND PROFESSIONAL STUDIES.

Any township may, by a majority vote of its electors, establish a high school, or two or more adjoining townships or parts of townships may join in establishing a high school.

It is the duty of the president, principal, or other proper officer of every organized university, college, seminary, academy, or other literary institution, heretofore incorporated or hereafter incorporated in the State, to make out, or cause to be made out and forwarded to the office of the State superintendent, on or before the 15th day of August in each year, a report showing the value of real estate owned by the corporation; the amount of other funds and endowments; the number of instructors; the number of students; the studies pursued, and the books used; the course of instruction; the terms of tuition; and such other matters as may be specially required by the State superintendent.¹

COUNTY SUPERVISION.

The county superintendent is elected every year by the qualified voters of the county. He must execute a bond of not less than \$12,000.

He keeps record of all land sales; of all moneys received, loaned, and paid out; and makes financial report to the county board; apportions money to townships according to the number of resident children under 21 years of age; visits schools; examines teachers;² advises school officers and teachers; assists in the management of county teachers' institutes; examines the accounts of township treasurers; may employ assistants; may loan money, not interest, belonging to the county fund; reports to the State superintendent on or before the 15th day of August before each regular session of the General Assembly, or annually if so required.³

All bonds, notes, mortgages, moneys, and effects which have heretofore accrued or may hereafter accrue from the sale of the sixteenth section of the common-school lands of any township or county, or from the sale of any real estate or other property, taken on any judgment or for any debt due to the principal of any township or county fund, and all other funds of every description which have been or may hereafter be carried to and made part of the principal of any township or county fund, are set apart as the principal of the township or county fund respectively, and no part thereof shall ever be expended for any purpose whatever, but shall be loaned out and held for use, rent, or profit.

The interests, rents, issues, and profits only, arising from the principal, shall be distributed for school purposes.⁴

TEXT-BOOKS.

The district school directors direct what branches of study shall be taught and what text-books and apparatus shall be used in the several schools, and enforce uniformity of text-books therein; but shall not permit text-books to be changed oftener than once in 4 years.⁵

LOCAL SUPERVISION.

Each Congressional township is established a township for school purposes; but fractional townships may be consolidated.

The business of the township is done by 3 trustees, elected 1 annually for 3-year terms by the legal voters of the township.

These trustees are successors to the trustees of school lands appointed by the commissioners' court, and of trustees of schools elected in townships under acts of February 26, 1841, and March 1, 1847.

The trustees must hold regular semi-annual meetings in April and October, and special meetings when necessary.

One of the trustees is appointed president of the board, who holds his office for 1 year, and some resident person who is not a director or trustee is appointed treasurer, who is *ex-officio* clerk of the board, and holds his office for 2 years, and must make satisfactory bond.

The trustees lay off townships into districts; apportion school money; examine all books, notes, mortgages, securities, &c., of the township treasurer or other township school officer; have the care and custody of school building and school sites; may remove the township treasurer; may purchase real estate in satisfaction of any judgment or decree; report to the county superintendent biennially or oftener if required to do so.⁶

The township treasurer keeps all moneys, books, and papers belonging to his township and must keep account of all the amounts received and paid out by him; may lend moneys which come into his hands, except such as may be subject to distribution,

¹ Sch. Law, secs. 25 and 54.

² *Ibid.*, sec. 51.

³ *Ibid.*, sec. 11 *et seq.*

⁴ *Ibid.*, sec. 66.

⁵ *Ibid.*, sec. 43.

⁶ *Ibid.*, sec. 23 *et seq.*

and must give to the county superintendent an annual statement of such loans; must keep the township fund loaned at interest; must make a semi-annual statement, and also an annual exhibit of the fiscal affairs of the township to the board of trustees; and must make semi-annual statements to each district or part of district in the township, showing the condition of the account of such district or part of district.¹

Each district elects 3 school directors, 1 each year, for 3-year terms.

The directors ascertain the amount of special tax to be levied in their district; are liable as directors for balances due teachers; adopt and enforce rules and regulations for the management and government of schools; appoint and dismiss teachers; fix course of study; may purchase at the expense of the district text-books to be loaned to indigent children, who shall return them at the close of the session; may suspend or expel pupils; have supervision and control of school-houses and school-house sites.

The clerk of the board of directors must make an annual report to the township treasurer or treasurers.²

In all school districts having a population of not less than 2,000 inhabitants and not governed by any special act in relation to free schools there is elected, instead of the directors provided by law in other districts, a board of education to consist of 6 members and 3 additional members for every 10,000 inhabitants, elected in the same manner as the school directors for 3-year terms; such boards have the power and it is their duty, in addition to the powers and duties of school directors:

1. To establish and maintain free schools not less than 6 nor more than 10 months in each year.
2. To repair, improve and furnish school-houses.
3. To buy or lease sites for school-houses with the necessary grounds.
4. To establish schools of different grades and make regulations for admission of pupils into the same.
5. To levy annual tax for the support and maintenance of free schools, but it is not lawful for such board to purchase or locate school-house sites, purchase, build, or move school-houses, or levy a tax to extend school beyond 10 months in each year except on petition of a majority of the voters of the district.
6. To examine and employ teachers and fix the amount of their salaries.
7. To employ a superintendent, or superintendents, when expedient.
8. To lay off the district into subdistricts.
9. To visit schools, to establish such by-laws, rules and regulations as they may deem necessary, and to prepare and publish an annual report.

The township treasurer has charge of all funds and pays them out on order of the board. In cities of more than 10,000 inhabitants the city treasurer holds the school funds subject to the order of the board of education, upon warrants countersigned by the mayor and city clerk.³

TEACHERS.

No teacher shall be authorized to teach a common school who is not of good moral character, and who does not possess a valid certificate of qualification. These certificates are of two grades: First grade (highest), valid for two years, certifies that the holder is qualified to teach orthography, reading in English, penmanship, arithmetic, English grammar, modern geography, the history of the United States, the elements of the natural sciences, physiology, and the laws of health.

The second-grade certificate is valid for one year, and shows that the holder is qualified to teach all of the following branches except the elements of the natural sciences, physiology, and the laws of health.

These certificates are granted by the county superintendent, may be renewed by his indorsement, or may be revoked by him at any time.

A diploma from the county normal school may be accepted by the county superintendent as sufficient evidence of qualification to entitle the holder to a first-class certificate.

The State superintendent is authorized to grant State certificates to such teachers as may be found worthy to receive them, which shall be of perpetual validity in every county and school district in the State. (State certificates are granted only upon public examination.)

Teachers must keep registers of their schools; and must also make a schedule of the names of all pupils under 21 years of age attending their schools (and when pupils reside in two or more districts, townships, or counties, separate schedules must be kept for each district, township or county), and deliver the same to the directors.

Teachers' wages are payable monthly, and upon receipt of the schedules above mentioned; the directors make out and deliver to the teacher an order upon the township treasurer for the amount due said teacher.⁴

LOCAL TAXES.

Counties may levy a tax to support the county normal schools; townships may levy a tax for the support of township high schools; and districts, cities and towns (by the directors or boards of education), levy taxes for school purposes.

¹ Sch. Law, sec. 55 *et seq.*

² *Ibid.*, sec. 42 *et seq.*

³ *Ibid.*, sec. 80 *et seq.*

⁴ *Ibid.*, sec. 50 *et seq.*

No district, however, shall levy a tax for building school-houses, in any one year, greater than 3 per cent. of the taxable property, except to pay indebtedness previously contracted.¹

INDIANA.

ESTABLISHMENT OF THE FREE-SCHOOL SYSTEM.

Intelligence and virtue being the safeguards of liberty and the bulwark of a free and good government, the State shall ever maintain a general, suitable, and efficient system of free schools, whereby all persons in the State between the ages of six and twenty-one years may receive gratuitous instruction.²

TAXATION FOR SUPPORT OF THIS SYSTEM.

The General Assembly shall provide by general laws for the support of common schools by taxes, which shall never exceed, in any one year, two mills on the dollar on the taxable property of the State; and by an annual per capita tax of one dollar, to be assessed on every male inhabitant of this State over the age of twenty-one years: *Provided*, The General Assembly may, by general law, authorize school districts to levy, by a vote of the qualified electors of each district, a tax not to exceed five mills on the dollar in any one year for school purposes: *Provided, further*, That no such tax shall be appropriated to any other purpose, nor to any other district than that for which it was levied.³

SCHOOL DISTRICTS.

The boundaries of school districts in counties of this State shall remain as established, except that the county court shall have power to alter the same whenever a majority of the citizens residing therein shall petition the court to do so. But no new school district shall be formed having less than 35 persons of scholastic age residing within the territory included in such new district, and no district now formed shall, by the formation of a new district, be reduced to less than 35 persons of scholastic age.⁴

STATE SUPERVISION.

A State superintendent of public instruction, elected for two years by the qualified voters at a general election, takes office the 15th day of March succeeding his election, on taking and subscribing the oath prescribed by law.⁵

He is charged with the administration of the system of public instruction and a general superintendence of the business relating to the common schools of the State, and of the school funds and school revenues set apart and appropriated for their support.⁶

At each regular session of the General Assembly, on or before the 15th day of January, said superintendent must present a biennial report of his administration of the system of public instruction, with (1) a brief exhibit of his labors, experience, and observation as to the operation of the system, and the remedy for observed imperfections; (2) of the amount of permanent school funds; of their general condition, the revenue derived from them and from other sources; estimates for the following two years, and estimated value of all other property for school purposes; (3) of his plans for better organization of the schools, and for the increase, safe investment, and better preservation of permanent school funds; (4) of the results of the year then closing, as compared with those of the year or years preceding, so as to indicate the progress made in public instruction; (5) must furnish such other information as to the schools, their funds, revenues, &c., as he may think will be of interest to the General Assembly.⁷

He is also to visit each county in the State at least once during his term of office, and examine the auditor's books and records as to the safety of school funds and revenues.⁸

The State superintendent must exercise such supervision over the school funds and revenues as may be necessary to ascertain their safety and secure their preservation and application to the proper object; and shall cause to be instituted in the name of the State of Indiana all suits necessary for the recovery of any portion of such funds or revenues.⁹

The superintendent is assisted by a State board of education, of which he is, *ex officio*, a member and president, his coadjutors in the board being the Governor, the presidents of the State University, of Purdue University, and of the State Normal School, with the superintendents of common schools of the largest cities of the State, as determined by the enumeration of children for school purposes reported by county superintendents. This board must elect one of its members secretary and treasurer, to have the custody of its records, papers, and effects; such records, papers, and effects,

¹ Act of Leg., March 15, 1859, sch. laws, sec. 35 and 47.

² Const., article 14, sec. 1.

³ *Ibid.*, sec. 3.

⁴ Code of 1885, secs. 6171, 6174.

⁵ Sch. Law, edition of 1885, secs. 4406, 4407.

⁶ *Ibid.*, sec. 4408.

⁷ *Ibid.*, sec. 4410.

⁸ *Ibid.*, sec. 4411.

⁹ *Ibid.*, sec. 4413.

with minutes of proceedings, to be kept at the office of the superintendent, and to be open for his inspection.¹

The State board takes cognizance of questions that arise in the practical administration of the school system, considering, discussing, and determining them. It also prepares questions for the examinations of teachers, prescribes the time and manner of their use by county superintendents,² and may grant State certificates of qualification to teachers who on searching examination are found to possess eminent scholarship, professional ability, and good moral character.³

COUNTY SUPERINTENDENCE.

Each county in this State has a county superintendent, appointed by the assembled township trustees biennially, on the first Monday in June, to examine applicants for teachers' licenses and grant them to such applicants as prove their worthiness, for 6 months, 12 months, 24 months, or 36 months, according to the ability to teach and govern displayed by the several ones applying. The 6-months license is merely a trial-test, and may not be renewed, while a 24-months one, run up at the next examination to one of 36 months, or 2 licenses for 36 months each in quick succession, may, if approved by the State board of education, issue in an 8-year professional license, good throughout the State. These examinations for licenses must be held by the superintendent at least once a month in open session, those granted to be limited in their operation to his county, except the 8-year ones approved by the State board, and all to be revocable for incompetency, immorality, cruelty, or general neglect of the business of the school. Each license granted is to be reported to the State superintendent, with indication of its grade, and with the name of the teacher to whom it has been given, distinguishing between males and females.⁴

The more general duties of the county superintendent are to supervise the schools of his county, visit each one of them annually, with a view to increase their usefulness, attend and preside at the county teachers' institutes, carry out the orders and instructions of the State board of education and State superintendent, and serve as a medium between the latter and his subordinate school officers: *Provided*, That city schools having a superintendent employed by the city board, may, at the request of said board, be exempt from the supervision of the county superintendent.

COUNTY BOARDS OF EDUCATION.

Each county superintendent, with the trustees of the townships in his county, and the chairman of the school trustees of each town and city in it, constitute a county board of education, which meets semi-annually on the first week day of each May and September, to consider the general wants of the schools and school property of which the members of the board have charge. This board, the county superintendent presiding, attends to all matters relating to the purchase of school furniture, books, maps, charts, and libraries. Text-books adopted by it since March, 1877, are, as a rule, unchangeable for six years. Uniformity of text-books is held to be desirable, but is not required. Adopted books, however, must be used.⁵

The county boards may each adopt a course of study for their district schools, with rules and regulations for the government of these, but not make rules for incorporated cities.

Prescribed studies are orthography, reading, writing, arithmetic, geography, English grammar, physiology, history of the United States, good behavior, and such other branches as the advancement of the pupils may require or the trustees direct. As a rule, these must be taught in English, but the parents of 25 or more children in a school may demand the teaching of German to their children.⁶

SCHOOLS IN TOWNS AND CITIES.

Each civil township and each incorporated town or city in this State is a distinct municipal corporation for school purposes, the trustee of the township and the trustees of towns and cities being school trustees, and performing the duties of clerk and treasurer for their several schools. *The trustees may employ a superintendent for their schools.*

The common council of each city, except Indianapolis, and the board of trustees in each of the incorporated towns, elect, at their first meeting in June, three school trustees to hold office 1, 2, or 3 three years, as determined by lot at the time of organization, and thereafter elect annually one such trustee to hold office for 3 years. These trustees constitute the school board of the city or town, organizing by electing, within 5 days from their call to office, one of their number as president, one as secretary, and one as treasurer. The treasurer gives bond to the county auditor, with at least two sureties not members of the board, for not less than twice the money that may come into his hands; the president and secretary, bonds with like sureties, approved

¹ Sch. Law, edition of 1885, sec. 4420.

² *Ibid.*, sec. 4421.

³ *Ibid.*, sec. 4422.

⁴ Code of 1885, secs. 4424, 4429.

⁵ *Ibid.*, sec. 4436, and appended decisions 2, 4, 6.

⁶ *Ibid.*, sec. 4497.

by the auditor, for at least one-third of the treasurer's bond. The county auditor, accepting such trustees, must see to their sufficiency to secure the school revenues which their offices may bring them, as well as the township and other revenues. The trustees must receive these revenues, keep accurate accounts of their receipts and expenditures of them, and render to the county commissioners, annually, the first Monday of August, a clear statement of each one for the school year ended the 31st day of the previous July.¹

In Indianapolis, instead of school trustees, there is a board of school commissioners, one for each school district in the city, elected by the qualified electors in the district, to levy taxes for the support of the city schools, not to exceed 25 cents on \$100 for grounds, buildings, and supplies, or 25 cents on each \$100 for paying teachers, with one-fifth of a mill on \$1 for free libraries in connection with the city schools. By a committee or officer of this board teachers may be examined for positions in the city schools and be licensed if found qualified. The board may also purchase grounds and school supplies, construct school buildings, employ and pay teachers, appoint superintendents, disburse through its treasurer moneys for school and library expenses, and enforce regulations for the grading of the city schools, for a course of instruction in them, and for due government and discipline—the members all to serve without any compensation.²

The tax levies made by order of the board must be certified by its president and secretary to the city clerk, who must collect them as other city taxes are collected, and once a month pay them over to the treasurer of the board. Taxes for school purposes collected by the county treasurer must be paid over by him to the treasurer of the board of school commissioners, and so must moneys distributed by county officers to which the common schools of the city may be entitled; these payments to the city treasurer to be made also once a month to the treasurer of the board of school commissioners.

ENUMERATION AND ATTENDANCE.

In this State attendance on the public schools has thus far been a boon, not a compulsion. All resident children, ascertained by an annual census to be between the ages of 6 and 21, are, unless married, entitled to enlistment and instruction in the schools of their respective townships, towns, and cities. Transfers to an adjoining county, township, town, or city, are allowed if asked for at the time of the annual enumeration; but in such cases the school money of the child must go with the child to the new place of enlistment and instruction.³

White and colored children must be enumerated in separate lists, and may be organized in separate schools, having all the rights, privileges, and advantages of other schools of their township, town, or city. Should such separate schools not be provided, the colored children may attend the public schools with white children; and if a child attending a school for colored youth can prove, by examination and certificate of the teacher, advancement enough for promotion to a higher grade than that afforded by the colored school, the trustee or trustees must see that the child is permitted to attend a school of like grade for whites without unjust discrimination on account of race or color.

TAXATION FOR PUBLIC SCHOOLS.

A State tax is required to be annually assessed and collected, as State and county revenues are assessed and collected, for the support of a general system of common schools. The amount of this tax is 16 cents on each hundred dollars of taxable property, real and personal, and 50 cents on each taxable poll, without regard to the race or color of the owner.⁴

The trustees of townships, towns, and cities have also power to levy each a special tax for the construction, rent, or repair of school-houses; for providing furniture, school apparatus, and fuel; and for paying other necessary expenses of their schools, except tuition. No such tax may exceed 50 cents on each \$100 of taxable property and a dollar on each poll, in any year. The income from such tax is termed the *special school revenue*.⁵

Each county auditor must make the proper assessments of special school tax levied by the school trustees; must set down the amount of such tax on his tax list and duplicate thereof, as other taxes are set down, in appropriate columns; must extend such assessments to the taxable property and poll of persons transferred, according to the rate and levy thereof in the township, town, or city to which the transfers have been made; and such taxes must be collected by the county treasurer, as other taxes are collected, and be paid when collected to the treasurer for school purposes of the proper township, town, or city, on the warrant of the county auditor.

To enable county auditors to assess this tax, county superintendents must report to the auditors the basis of the apportionment of school revenue for tuition, and a statement of transfers made for school purposes.

¹ Code of 1835, secs. 4439-4441, 4445.

² Sch. Law, secs. 4457-4464.

³ *Ibid.*, 1833, art. 4, secs. 4472, 4474.

⁴ *Ibid.*, secs. 4465, 4466.

⁵ *Ibid.*, secs. 4467, 4468.

LOCAL AND SPECIAL TAXES.

The trustees of civil townships or of incorporated towns, and the common councils of cities have power to levy annually a tax not exceeding 25 cents on \$100 of property and 25 cents on each taxable poll. The funds arising from such taxes come under the charge of the same officers, secured by the same guarantees, subject to the same rules, and applied in the same manner as funds arising from taxation for common-school purposes under the general laws of the State. They must, however, be applied in the civil township, town, or city in which they have been assessed and collected.¹

A special tax to pay debts contracted against any township in the construction, repair, or completion of school-houses, or in providing furniture or apparatus for them, has been allowed, such tax not to exceed 25 cents on each \$100 of taxable property in a year, should the legal voters of the township decide in favor of the tax. But as this affects only debts contracted previous to March 11, 1873, it is probable that the permission is now obsolete.²

EDUCATION OF TEACHERS.

December 20, 1865, a legislative act required that there should be established a State normal school, the object of which should be the preparation of persons for teaching in the common schools of Indiana. In order to its establishment and maintenance 4 competent persons appointed by the Governor were to constitute a perpetual body corporate, with power to sue and to be sued, to hold in trust all funds and property provided for said normal school, and to be known as the "Board of Trustees of the Indiana State Normal School." The superintendent of public instruction was to be, *ex officio*, a member of this board.³

The conditions of admission to instruction were to be 16 years of age for females and 18 years for males, good health, clear evidence of moral character, and a written pledge, filed with the principal, to teach in the common schools of Indiana a period equal to twice the time spent in the normal school.

The provision for its support was made, after the first year, \$10,000 semi-annually, and \$2,000 or less, annually, for warming, lighting, repairs, &c.

The school thus established is still the chief means for the thorough education of teachers for the State schools, Indiana University aiding also in preparing teachers for high-grade work and Purdue University in preparing them for scientific instruction—the former chartered as a college in 1828 and as a university in 1839; the latter opened to students in 1874 as the State College of Agriculture and the Mechanic Arts.

OTHER EDUCATION FOR TEACHING.

The trustee of each township is required to hold, at least one Saturday in every month while the schools of his township are in session, a township institute or model school for the improvement of the teachers, and two such may be held each month, presided over by a teacher or other person designated by the trustee. The trustee must contract with every teacher to either attend on the full session of each institute or forfeit a day's wages for every day of absence, unless such absence be occasioned by sickness. When present the teacher must take part in the exercises.⁴

The superintendent of schools in each county must also hold, preside at, and conduct the exercises of each township institute at least once a year, encouraging these and like associations, and laboring to elevate the standard of teaching and improve the condition of the schools.⁵

Under this last suggestion teachers' associations and teachers' reading circles have been extensively established, though not required by law.

TEACHERS, HOW SELECTED.

The school trustees of townships, incorporated towns and cities, may employ as teachers in the common schools only such persons as can present licenses to teach issued from the proper State or county authority, and in full force at the date of the employment. Any teacher who undertakes to teach a common school without such license forfeits all claim to compensation from the school revenue. But if a license held expire by its limitation within a term of employment, the teacher may complete the term within the then current school year.⁶

Trustees may not employ teachers whom a majority of those entitled to vote at school meetings decide at such a meeting that they do not wish to have employed. And if, after the opening of a school, a majority of such voters petition the trustee to dismiss a teacher, he must do it, but only on due notice, upon good cause shown, and with pay for the teaching service rendered.

If persons attached to and forming a school district have, at their school meeting, designated other branches of learning than those in section 4425 of the school law, as what they wish to have taught in their school, the trustee, in employing a teacher,

¹ Sch. Law, secs. 4469, 4470.

² *Ibid.*, sec. 4471.

³ *Ibid.*, secs. 4542-4548.

⁴ *Ibid.*, article 8, sec. 4520.

⁵ *Ibid.*, sec. 4521.

⁶ *Ibid.*, sec. 4501.

may require such teacher to be examined as to his qualifications to teach these other branches.¹

TEACHERS AND TRUSTEES TO MAKE REPORTS.

To enable trustees to make the reports required of them, each teacher, whether in township, town, or city, must, at the expiration of each school term, report by affidavit to the proper trustee the length of term in days; the teachers employed, male and female; their daily compensation; the pupils admitted, male and female, and those between the ages of 6 and 21; the average attendance; books used and branches taught; also the pupils in each branch. Until such report is filed no teacher may receive more than 75 per cent. of pay for services.²

This information given, the trustees of the townships, towns, or cities must annually report, on the 1st Mouday of August, for the school year ended July 31, to the county superintendent, in tabular form, the following items: Number of districts, schools taught and their grades; teachers, male and female; average pay in each grade; *tuition revenue* at the opening of the year; amount received during the year from the county treasurer, and the balance on hand; the time of school in days; school-houses built, cost of them; number and kind before erected; estimated value of this and all school property; volumes in school libraries, and number used during the year; volumes added; assessment on each \$100 of property, and each poll of special tax for school-houses, with full amount of levy; balance also of *special school revenue* on hand at the beginning and received during the year from the county treasurer; amount of such revenue expended and on hand; acres of unsold Congressional school lands, value of them and income from them, with such other information as may be called for by the county superintendent and superintendent of public instruction.

Failure to make these reports is punishable by \$25 fine and a withholding from the delinquent trustee of the money apportioned to his township, town, or city, till his report is duly made and filed.

EDUCATION OF DEFECTIVE, DEPENDENT, AND DELINQUENT YOUTH.

By special acts of 1844, 1847, 1867, and 1879 provision was made for the education, under State auspices, of the deaf and dumb youth of the State, of the blind, of soldiers' orphans, of feeble-minded children, and of boys who needed to be reformed as well as educated. The schools for the first two classes mentioned are located at Indianapolis; those for the second two, at Knightstown; that for the boys' reformatory, at Plainfield.

IOWA.

CONSTITUTIONAL PROVISIONS FOR EDUCATION.

The General Assembly shall encourage, by all suitable means, the promotion of intellectual, scientific, and moral improvement.

The proceeds of all public lands devoted to commercial-school purposes, together with escheats, shall remain a permanent fund for the support of common schools throughout the State.³

Temporary funds for school purposes are such as shall arise from fines collected on account of penal offenses and the non-performance of military duty.⁴

All moneys for the support of the common schools shall be distributed to the districts in proportion to the number of youths between the ages of 5 and 21 years.⁵

The university lands and the proceeds thereof constitute a permanent fund for the sole use of the State university.⁶

The State university shall be established at one place, without branches at any other place, and the university fund shall be applied only to that institution.⁷

LEGAL PROVISIONS FOR EDUCATION IN IOWA.

ADMINISTRATION.

Besides a State superintendent of public instruction, each county has a school superintendent, each township and independent district has a board of directors, and each of the subdistricts, into which a township may be divided, a subdirector, these subdirectors forming a district township board. In addition to common schools the system includes high schools, State normal schools, teachers' institutes, State university, agricultural college, reform schools, and institutions for the defective classes.

No person shall be deemed ineligible by reason of sex to any such office in the State.⁸

STATE SUPERVISION.

The superintendent of public instruction is chosen at the general election in each odd-numbered year, and holds his office for the term of two years.⁹

¹ Sch. Law, 1883, art. 8, sec. 4502.

² *Ibid.*, sec. 4449-4451.

³ Sch. Laws, art. 9, sec. 3.

⁴ *Ibid.*, sec. 4.

⁵ *Ibid.*, sec. 7.

⁶ *Ibid.*, sec. 2.

⁷ Const., art. 9, sec. 11.

⁸ Code of 1873, chap. 136, sec. 1.

⁹ Code, sec. 589.

He shall be charged with the general supervision of all the county superintendents and all the common schools of the State. By meeting the county superintendents in convention, he may try to secure a more uniform and efficient administration of school laws. He shall attend, when practicable, teachers' institutes in the several counties of the State, assisting in their instruction and management. He shall render a written opinion, relative to any school law, to any school officer asking for the same, and shall determine all cases appealed from the decision of county superintendents.¹

He shall be a member, *ex officio*, of the board of regents of the State university, and shall receive an annual report from said board.²

The salary of the superintendent is \$2,200 per annum, and of his deputy, \$1,200 per annum.³

STATE FUND.

The State fund arising from the sale or rental of the public lands and from escheats is distributed among the school districts proportionately to the number of youth from 5 to 21 years old.⁴

COUNTY SUPERVISION.

Board of supervisors.—The board of supervisors, among numerous other duties, is concerned with a certain control of public-school matters. In each county the board consists of 3 persons, which may, however, be increased to 5 or 7. They are elected yearly by the qualified electors of their respective counties.⁵

They can levy taxes for the support of soldiers' orphans, for county high schools, and for common schools. They control the sale of school sections of public lands and manage the fund.⁶

The members of the board receive \$4 per day for actual service and \$2.50 when employed on committee service, together with mileage. In counties having a population of less than 10,000 they cannot exceed the limit of 20-days service, with pay, in one year; in counties having a population between 10,000 and 30,000 they cannot receive pay for more than 30 days; for 30,000 and over, 40-days service is the limit.⁷

County superintendent.—The county superintendent is elected in each odd-numbered year for the term of 2 years.⁸ He cannot be a member of a board of directors or board of supervisors.⁹ He shall examine teachers, issue certificates, hold normal institutes each year, conform to the instructions of the State superintendent, and report to him annually. He receives \$4 for each day's actual service.¹⁰

COUNTY-SCHOOL FUND.

The county auditor apportions the county-school tax, together with the interest of the permanent school fund to which his county is entitled, and all other money in the hands of the county treasurer belonging in common to the schools of his county.¹¹

LOCAL SUPERVISION.

School districts.—Each civil township or independent district, organized as a school district, is made a body corporate, with powers to hold property, make contracts, &c.¹²

Board of directors.—The several subdistricts annually meet for the election of a subdirector.¹³ In all district townships comprising but 1 subdistrict the board shall consist of 3 subdirectors. In all districts comprising but 2 subdistricts the board shall consist of 1 subdirector from each subdistrict and 1 from the township at large.¹⁴

The board of directors makes purchases, payments, and sales to carry out the vote of the district,¹⁵ fixes site for each school-house,¹⁶ divides the district,¹⁷ audits claims,¹⁸ visits schools and fixes rules for their government,¹⁹ but has no jurisdiction over independent districts.²⁰

Subdirector.—The subdirector makes contracts for providing fuel, for employing teachers, and for making all other provisions necessary for the convenience and prosperity of the schools within his subdistrict.²¹

INDEPENDENT DISTRICTS.

A city, town, or village may organize an independent district.²² An independent district is under the management of a board of 6 directors, chosen by the electors of the district. The board is organized by electing one of its number as president, and choosing a secretary and treasurer from outside the board: *Provided*, That in all independent districts having a population of less than 500 the board shall consist of 3 directors, who elect from their own number a president and secretary, but choose a treasurer from outside.²³

¹ Code, sec. 1577.

² *Ibid.*, sec. 1587.

³ *Ibid.*, sec. 3760.

⁴ *Ibid.*, sec. 1837.

⁵ *Ibid.*, secs. 294, 299.

⁶ *Ibid.*, secs. 1639, 1703, 1779, 1845, 1860.

⁷ *Ibid.*, sec. 3791.

⁸ *Ibid.*, sec. 589.

⁹ *Ibid.*, sec. 1765.

¹⁰ *Ibid.*, secs. 1766, 1767, 1769, 1772, 1774, 1776.

¹¹ *Ibid.*, sec. 1781.

¹² *Ibid.*, sec. 1716.

¹³ *Ibid.*, sec. 1718.

¹⁴ *Ibid.*, sec. 1720.

¹⁵ *Ibid.*, sec. 1723.

¹⁶ *Ibid.*, sec. 1724.

¹⁷ *Ibid.*, sec. 1725.

¹⁸ *Ibid.*, sec. 1733.

¹⁹ *Ibid.*, sec. 1731.

²⁰ *Ibid.*, sec. 1792.

²¹ *Ibid.*, sec. 1753.

²² *Ibid.*, sec. 1800.

²³ *Ibid.*, sec. 1802.

Said district may have as many schools and be divided into such wards or other subdivisions for school purposes as the board of directors may deem proper, and shall be governed by the laws for "district townships" when applicable.¹

Independent districts, located contiguously, may unite and form one independent district.²

School districts lying in two counties may be formed into an independent district.³

Township districts may be consolidated and organized as independent districts.⁴

On the contrary, if the majority wills, each independent district shall become a subdistrict of the district township.⁵

Independent districts may issue bonds, but no district shall contract debts in excess of 5 per cent. of the last assessed value of the property of the district.⁶

INDUSTRIAL EXPOSITIONS IN SCHOOLS.

It shall be the duty of the board of directors of independent school districts, and of the subdirector of each subdistrict, if deemed expedient, under the direction of the county superintendent, to introduce and maintain an industrial exposition in connection with each school under their control.⁷

These expositions shall consist of useful articles made by the pupils, such as samples of sewing, cooking, knitting, crocheting, and drawing, iron and wood work of all kinds, and any other useful article at present known or invented by the pupils, together with farm and garden products in their season.⁸

The pupils shall be required to explain the use and method of their work, and kind and process of culture of farm and garden products.⁹

These expositions shall be held in the school-room upon a school day as often as once a term and not oftener than once a month.¹⁰

FORESTRY.

The board of directors of each district township and independent district shall cause to be set out and properly protected twelve or more shade trees on each school-house site belonging to the district where such number of trees is not now growing.¹¹

LOCAL TAXES.

County taxes of 1 to 3 mills on the \$100 may be levied; and district taxes not to exceed 15 mills on the dollar for a "school-house fund"; \$5 a pupil for a "contingent fund," and \$15 per resident pupil for a "teachers' fund," which shall include the semi-annual appropriation from the State fund.¹²

TEACHERS' QUALIFICATIONS.

The law requires of the teachers, scholarship, moral character, ability to govern, and aptness to teach.¹³

The county superintendent shall examine all applicants as to their competency and ability to teach the common English branches, including elementary physics and United States history. Teachers of music, drawing, penmanship, bookkeeping, German, or other language shall receive certificates for competency in these special branches.¹⁴

The State board of examiners, created to encourage training in the science and art of teaching, is composed of the superintendent of public instruction, the president of the State University, the principal of the State Normal School, and two other persons, one of whom shall be a woman.¹⁵

STATE BOARD OF EXAMINERS.

Candidates for State certificates shall be examined in the common branches, together with book-keeping, physiology, United States history, algebra, botany, natural philosophy, drawing, civil government, constitution and laws of Iowa, and didactics. Candidates for State diplomas shall be examined in the foregoing branches, together with geometry, trigonometry, chemistry, zoology, geology, astronomy, political economy, rhetoric, English literature, and general history, and such other branches as the board of examiners may require.¹⁶

A State certificate is valid for 5 years, and a State diploma is valid for life, unless revoked for cause.¹⁷

TEACHERS' NORMAL INSTITUTES.

The county superintendent shall hold annually a normal institute for the instruction of teachers and those who may desire to teach, requiring the payment of a registration fee of \$1 each, and also \$1 from every applicant for a certificate.¹⁸

¹ Code, sec. 1806.

² *Ibid.*, 1811.

³ *Ibid.*, 1812.

⁴ *Ibid.*, 1814.

⁵ *Ibid.*, 1817.

⁶ *Ibid.*, 1821.

⁷ Sch. Laws of 1874, chap. 64, sec. 1.

⁸ *Ibid.*, sec. 2.

⁹ *Ibid.*, sec. 3.

¹⁰ *Ibid.*, sec. 6.

¹¹ *Ibid.*, chap. 23, sec. 1.

¹² *Ibid.*, secs. 1779-1780.

¹³ *Ibid.*, sec. 1767.

¹⁴ *Ibid.*, sec. 1766.

¹⁵ *Ibid.*, chap. 167, sec. 1.

¹⁶ Sch. Laws 1882, chap. 167, sec. 4.

¹⁷ *Ibid.*, sec. 5.

¹⁸ Code, sec. 1769, as amended by chap. 57, Laws of 1874, and chap. 54, Laws of 1873.

Said institutes shall remain in session not less than 6 working days. Fifty dollars are appropriated annually from the State treasury to defray the expenses of one such institute in each county.¹

STATE NORMAL SCHOOL.

A school for the special instruction and training of teachers for the common schools of the State is established at Cedar Falls, in Black Hawk County.²

The school is under the management of a board of 6 directors, elected by the General Assembly, no two of whom shall be elected from the same county.³

It organizes by electing a president and vice-president, from its own number, and a secretary and treasurer who are not members of the board.⁴

The board employs teachers, makes rules for admission of pupils, and may charge a tuition fee not exceeding \$6 per term.

The session of schools shall continue at least 26 weeks.⁵

The board reports annually to the State superintendent of instruction.⁶

COMMON SCHOOLS.

In each subdistrict there shall be one or more schools for the instruction of the youth between the ages of 5 and 21, for at least 120 days in each year.⁷

The subdirector shall annually take an enumeration of the children between the ages of 5 and 21 years, distinguishing males from females, and shall report the same to the secretary of the district township.⁸

Tuition.—When pupils reside in one district and attend school in another, in the same or adjoining county or township, the board of directors of the township in which such children reside shall pay to the district in which they attend school the average expense of said pupils per week.⁹

Text-books.—There shall be no change in the school books used in any school oftener than once in three years, except by a vote of the electors of the district.¹⁰

COUNTY HIGH SCHOOLS.

Each county having a population of 2,000 inhabitants, or over, may establish a high school for pupils more advanced than those attending district schools, and for persons desiring to fit themselves for the vocation of teaching.¹¹

Such schools shall be in charge of 6 high-school trustees, to be divided into three equal classes, each class to hold its office one, two, and three years respectively, as decided by lot. Each year thereafter two trustees are elected to succeed those whose term is about to expire.¹²

Said trustees shall levy taxes for school buildings, teachers' wages, and for contingent expenses. No tax for buildings shall exceed 5 mills on the dollar. When levied for teachers' wages and contingent expenses, the tax must not exceed 2 mills on the dollar.¹³

Model schools are to be encouraged, and advanced students and those preparing to become teachers may be employed in teaching the younger pupils.¹⁴

Tuition shall be free to all pupils of such school residing in the county where the same is located.¹⁵

If vacancies exist they may be filled by pupils from other counties on payment of a prescribed tuition.¹⁶

Each member of the board of trustees is entitled to \$2 per diem for time actually employed.¹⁷

STATE AGRICULTURAL COLLEGE.

The "act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts", was made the basis of an agricultural college and model farm, which were placed under the control and management of a board of five trustees, elected by the General Assembly.¹⁸

The president shall control and direct the affairs of the college and farm, submit to the rules of the board, and report to it at its annual meeting, and at such other times as it shall direct. The board in turn reports biennially to the Governor of the State.¹⁹

Tuition shall be forever free to pupils of this State, over 16 years old, who have been residents 6 months previous to their admission. Each county in the State shall have a prior right to tuition for 3 scholars.²⁰ The course of instruction and practice includes the following branches:

Natural philosophy, chemistry, botany, horticulture, fruit-growing, forestry, animal and vegetable anatomy, geology, meteorology, entomology, zoology, the veteri-

¹ Code, sec. 1534.

² Ibid., chap. 129, sec. 1.

³ Ibid., sec. 2.

⁴ Ibid., secs. 2 and 3.

⁵ Ibid., sec. 5.

⁶ Ibid., sec. 9.

⁷ Ibid., sec. 1727.

⁸ Ibid., secs. 1754-55.

⁹ Ibid., sec. 1793 (as amended by chap. 64, Laws of 1876, and chap. 41, Laws of 1878.)

¹⁰ Ibid., sec. 1728.

¹¹ Ibid., sec. 1697.

¹² Ibid., sec. 1700.

¹³ Ibid., sec. 1702.

¹⁴ Ibid., sec. 1706.

¹⁵ Ibid., sec. 1707.

¹⁶ Ibid., sec. 1708.

¹⁷ Ibid., sec. 1712.

¹⁸ Ibid., secs. 1604, 1605.

¹⁹ Ibid., 1610, 1611.

²⁰ Ibid., 1619.

nary art, plane mensuration, levelling, surveying, book-keeping, and such mechanic arts as are directly connected with agriculture; also such other studies as the trustees may prescribe.¹

STATE UNIVERSITY.

The objects of the State University are to provide the best and most efficient means of imparting to young men and women a liberal education.²

The university shall include a collegiate, scientific, normal, law, and such other departments as the board of regents may determine.³

The regents consist of the Governor of the State, who is president of the board, *ex officio*, the president of the university, who is a member, *ex officio*, together with one person from each Congressional district of the State, who shall be elected by the General Assembly.⁴

The board of regents shall enact laws for the government of the university, appoint its officers and determine their salaries.⁵

The president of the university shall report regularly to the regents, they in turn to the superintendent of public instruction, and he to the General Assembly.⁶

STATE REFORM SCHOOL.

A reform school shall be permanently located at Eldora, Hardin County, and maintained for the reformation of boys and girls under the age of 18 years.⁷

The school is to be managed by a board of five trustees appointed by the General Assembly, and no two from the same Congressional district.⁸

The board has power to enact by-laws and rules; to appoint, remove, and pay employes; to provide employment and instruction for the inmates.⁹

One or more of the trustees shall visit the school once in every month to examine the boys and girls in their school-room, and labors, and inspect the register and accounts of the superintendent.¹⁰

Any boy or girl committed to the State Reform School shall be there kept, disciplined, instructed, and employed under the direction of the trustees until he or she arrive at the age of majority, or be bound out, reformed, or legally discharged.¹¹

The act of aiding an inmate to escape, or of knowingly concealing such an one, after his escape, is punishable with a fine not exceeding \$1,000 and imprisonment in the penitentiary for a term not exceeding five years.¹²

SOLDIERS' ORPHANS' HOMES.

The board of trustees of the Iowa Soldiers' Orphans' Homes, consists of one person from each of the counties in which the said homes are located, and one from the State at large, appointed by the General Assembly for two years.¹³

The board has full power to manage all the affairs in said homes; *Provided*, That the county recorder of the county in which each home is located, shall act in connection with the resident trustees in making quarterly settlements with the Orphans' Homes superintendents.¹⁴

The State appropriates \$10 per month for each orphan actually supported.¹⁵

The board of supervisors may levy a tax not to exceed one-half mill on the dollar for orphans in its county needing such aid.¹⁶

INSTITUTION FOR DEAF AND DUMB.

At Council Bluffs there shall be permanently maintained an institution for the support and education of the deaf and dumb, under the supervision of a board of trustees, consisting of 5 persons to be elected by the General Assembly.¹⁷ Non-residents on payment of \$40 per quarter shall be entitled to an education in said institution.¹⁸

Every deaf and dumb citizen of the State, of suitable age and capacity, shall be entitled to receive an education in said institution, at the expense of the State, and each county superintendent of instruction shall report annually to the superintendent of said institution, the names of such defective persons between 5 and 21 years, residing in his county.¹⁹

For current expenses there is appropriated \$40 per quarter for each pupil.²⁰

To meet the ordinary expenses of the institution there are appropriated \$12,000 annually.²¹

The superintendent of said institution reports annually to the Governor of Iowa, the number of pupils, cause of deafness, studies pursued, trades taught, articles manufactured and sold, with a detailed statement of expenditures.²²

¹ Code, sec. 1621.

² *Ibid.*, 1555.

³ *Ibid.*, 1589.

⁴ *Ibid.*, 1558.

⁵ *Ibid.*, 1595.

⁶ *Ibid.*, 1600, 1601.

⁷ *Ibid.*, sec. 1643.

⁸ *Ibid.*, 1644.

⁹ *Ibid.*, 1647.

¹⁰ *Ibid.*, 1650.

¹¹ *Ibid.*, 1661.

¹² *Ibid.*, 1663.

¹³ *Ibid.*, sec. 1623.

¹⁴ *Ibid.*, 1624.

¹⁵ *Ibid.*, 1630.

¹⁶ *Ibid.*, 1639.

¹⁷ *Ibid.*, 1685.

¹⁸ *Ibid.*, sec. 1638.

¹⁹ *Ibid.*, 1689.

²⁰ *Ibid.*, 1692.

²¹ *Ibid.*, 1693.

²² *Ibid.*, 1694.

COLLEGE FOR THE BLIND.

A college is maintained at Vinton, in the county of Benton, under the supervision of a board of trustees, consisting of 6 persons, chosen by the General Assembly.¹

Trustees receive \$5 per diem for actual service, and 10 cents per mile for traveling expenses.²

To meet the ordinary expenses of the institution, \$8,000 are appropriated annually.³

For meeting current expenses there is also appropriated an amount, necessary, but not to exceed \$40 per quarter to each pupil.⁴

All blind persons, residents of Iowa, of suitable age and capacity, are entitled to an education in this institution at the expense of the State.⁵

An industrial home for blind persons who are unable to support themselves is established in conjunction with said college, and controlled by the same board of trustees.⁶

KANSAS.

CONSTITUTIONAL PROVISIONS RELATING TO EDUCATION.

The constitution of 1859 ordains that the Legislature shall encourage the promotion of intellectual, moral, scientific, and agricultural improvement, by establishing a uniform system of common schools and schools of a higher grade, embracing normal, preparatory, collegiate, and university departments.⁷

That there shall be a superintendent of public instruction for the State and one for each county.⁸

That there shall be a perpetual school fund arising from the sale of certain grants of public lands and from estates of persons dying without heir or will, also the proceeds of estrays and of fines, both for exemption from military duty and for breach of penal laws, shall be applied for school purposes in the several counties in which the money is paid or fines collected.⁹

Provisions shall be made by law for a State university having a perpetual fund arising from the sale or rent of certain grants of public lands and from other grants, donations, or bequests.¹⁰

No religious sect or sects shall ever control any part of the common-school or university funds of the State.¹¹

The State superintendent, secretary of State, and attorney-general shall constitute a board of commissioners for the management and investment of the school fund.¹²

ADMINISTRATION.

For the State and for each county there is a superintendent of public instruction, elected biennially. Each school district is managed by a board of three members elected for three years, with the change of one member annually.

STATE SUPERVISION.

State superintendent.—The State superintendent before entering upon his duties takes the oath of office and executes a bond in the sum of \$10,000 with two or more sureties.¹³

He has power to appoint an assistant superintendent of public instruction, and an additional clerk, who shall act as clerk of the board of commissioners of school funds and perform such other duties as the superintendent shall require.¹⁴

He shall apportion to each county and distribute the income of the State school fund and the annual taxes for school purposes.¹⁵

He shall give official opinions at the request of county superintendents, and keep a record of the same. Before giving such opinion he may consult the attorney-general.¹⁶

He shall visit each county of the State at least once in two years, and shall recommend the most approved text-books for the common schools.¹⁷

His biennial report shall be made out and delivered to the Governor on the 1st day of December preceding each regular session of the Legislature.¹⁸

STATE PERMANENT SCHOOL FUND.

The board of school-fund commissioners, composed of the State superintendent, secretary of State, and attorney-general, is concerned with the management and investment of the State permanent school, State normal-school, and State university funds.

The secretary of State is the president of this board, and the State superintendent is the secretary. In the absence of either of said officers, the attorney-general shall act as president, or as secretary, as the case may require.

¹ Code, sec. 1664.² Ibid., sec. 1668.³ Ibid., sec. 1675.⁴ Ibid., sec. 1676.⁵ Ibid., sec. 1680.⁶ Ibid., sec. 1681.⁷ Ibid., art. 6, sec. 2.⁸ Ibid., sec. 1.⁹ Ibid., sec. 6.¹⁰ Ibid., sec. 7.¹¹ Ibid., art. 6, sec. 8.¹² Ibid., sec. 9.¹³ Laws of 1879, chap.

106, sec. 78.

¹⁴ Ibid., sec. 80.¹⁵ Ibid., sec. 81.¹⁶ Ibid., sec. 83.¹⁷ Ibid., sec. 85.¹⁸ Ibid., sec. 88.

The board meets monthly at the office of the State superintendent.¹

All moneys belonging to said funds shall be held by the State treasurer, subject to the order of the board of commissioners.²

STATE ANNUAL SCHOOL FUND.

The State annual school fund consists of the annual income derived from the interest and rents of the perpetual school fund.³

This annual fund is further augmented by sums of \$50 paid by each insurance company doing business in the State.⁴

On orders of the State superintendent this fund passes from the custody of the State treasurer to each county treasurer, and thence to each district treasurer.⁵

COUNTY SUPERVISION.

County superintendents.—The county superintendent, before entering upon the duties of his office, subscribes the proper oath and executes to the State a bond of \$1,000.⁶

It shall be his duty to visit each school in his county at least once each term of six months, to attend the normal institute held in his county, to hold a public meeting in each school district of his county at least once in every year for the purpose of discussing school questions and elevating the standard of education. He shall keep a register of the teachers employed in his county, a complete record of his official acts and of the semi-annual apportionment of the State and county-school funds. Four times a year he shall make an official report to the State superintendent, and until such report is forwarded the warrant for his salary shall not be drawn.⁷

Also an annual report bearing date of October 1, containing a statement of the number of school districts or parts of districts in the county, and the number of children, and their sex, over 5 years old and under 21; a statement of the number of district schools in the county, the length of time a school has been taught in each, the number of scholars attending the same, their sex, the branches taught, and the text-books used, the number of teachers employed in the same and their sex; a statement with similar enumerations of private or select schools, graded schools, the normal school, if any, the normal institute, of academies and colleges; a statement of the amount of public money received in each district or parts of districts, and amount appropriated to the support of graded schools; and a statement of the amount, raised by tax in each district, paid for teachers' wages, school sites, houses and appendages, or for any other lawful purpose.⁸

The compensation of the superintendent is from \$400 to \$1,000 per annum, according to the number of the school population.⁹

COUNTY-SCHOOL FUND.

All fines and penalties imposed, and all forfeitures incurred, in any county, shall be paid unto the treasury thereof, to be applied to the support of common schools.¹⁰

UNORGANIZED COUNTIES.

All unorganized counties in the State, by law attached to organized counties for judicial purposes, are attached to the same counties, respectively, for school purposes.¹¹

The superintendent of public instruction in the county to which any unorganized county is attached, shall appoint a deputy to organize school districts in such unorganized county, and the deputy shall report to him on all matters pertaining to the schools and school districts, giving such information as the superintendent may require as well as that specified by law.¹²

The inhabitants of school districts in such unorganized counties shall hold annual and special meetings as provided by the general school law. The powers of the qualified voters, as well as the duties and powers of school-district officers, shall be the same as in organized counties, except as to the issuance of school-district bonds.¹³

LOCAL SUPERVISION.

School districts.—Every school district shall be deemed duly organized when the officers constituting the district board (of three) shall have been elected and qualified.¹⁴

Every school district thus organized, is a body corporate with the usual powers and responsibilities.¹⁵

Joint districts, lying partly in two or more counties, may be formed which shall be under the jurisdiction of the superintendent of that county which has the largest amount of territory embraced by such district.¹⁶

¹ Laws of 1879, chap. 166, sec. 113.

² *Ibid.*, sec. 122.

³ Laws of 1876, chap. 122, art. 16, sec. 1.

⁴ *Ibid.*, sec. 2.

⁵ *Ibid.*, secs. 2, 6, 7.

⁶ Laws of 1881, chap. 152, sec. 1.

⁷ *Ibid.*, sec. 2.

⁸ *Ibid.*, sec. 5.

⁹ *Ibid.*, sec. 6.

¹⁰ Gen. Stat., chap. 82, sec. 352.

¹¹ Laws of 1879, chap. 159, sec. 1.

¹² *Ibid.*, sec. 2.

¹³ Laws of 1885, chap. 177, sec. 1.

¹⁴ Laws of 1876, chap. 122, art. 3, sec. 1.

¹⁵ *Ibid.*, art. 3, sec. 2.

¹⁶ Laws of 1879, chap. 158, sec. 1.

School districts may, at their annual meetings for the election of school officers, indicate by a majority vote their desire for a county uniformity of text-books.¹

A majority of the school districts of a county having thus expressed their wish, the county superintendent shall call for one delegate from each municipal township and city of the third class in the county, who, when elected, shall constitute a county text-book board, whose duty it shall be to select and prescribe the text-books to be used in each branch taught in the public schools.²

Such a board may be elected once in every five years in each county, and the county superintendent shall be, *ex officio*, chairman. But when a uniformity of text-books shall be adopted in any county, no change shall be made for a period of five years.³

District officers.—The officers of each school district are a director, clerk, and a treasurer, who constitute the district board. One member is elected annually by the district electors to serve for three years.⁴

The director presides at all district meetings, and signs all orders drawn by the clerk upon the treasurer of the districts. He also represents the district in all suits, *pro* and *con*.⁵

The clerk, besides keeping a record of the proceedings of his district, shall submit and read to the electors of his district the annual report, embracing the school population, attendance, sex, branches studied, kind of text-books, length of school year, teachers' wages, funds received and disbursed, and any other statistics which the county superintendent may require.⁶

The treasurer of each district having filed his bond for double the amount for which he may become responsible, shall receive and disburse the public moneys upon the orders of the director and clerk of the district, shall keep proper records, and make an annual report of the same.⁷

District board.—The district board has care and keeping of all school property, hires teachers, and visits singly or together all the schools of its district at least once a term, as the exigencies of each school may require, examining closely into all matters which would promote the interest and efficiency thereof.⁸

The district board certifies, annually, the aggregate percentage by it levied on the real and personal property in each district. This levy of taxes is collected by the county treasurer and paid over to the treasurers of the respective school districts.⁹

The board is authorized to open the school-house for the use of religious, political, literary, scientific, mechanical, or agricultural societies belonging in its district.¹⁰

For the purpose of erecting or purchasing one or more school-houses in and for any school district, the board has power to issue the bonds of the district in an amount not to exceed 6 per cent. of its taxable property, provided the question of issuing such bonds has been affirmed by a majority of the electors of such district.¹¹

Library fund.—The several school districts of the State may vote, at the annual meeting, a tax upon all taxable property of the district, of from one-half to two mills on the dollar, according as the taxable property is in excess of \$50,000 or less than \$20,000. The money collected for this tax shall be used under the direction of the board, for the purchasing of a school-district library, which must be confined to works of history, biography, science, and travels.

The district clerk shall serve as librarian, unless some other competent person shall be appointed by the board.¹²

SCHOOL DISTRICTS, UNION OR GRADED.

At a called meeting of the electors of two or more districts the majority may determine to unite for the purpose of establishing a graded school in which instruction shall be given in the higher branches. Such a district is organized by the election of a board of directors, consisting of a director, clerk, and treasurer, who shall possess all the powers and discharge all the like duties of the district board of directors.¹³ The union district shall be entitled to an equitable share of the school funds drawn from the treasurer of each district so uniting, in proportion to the number of children attending said graded school. The board may levy taxes for buildings and necessary expenses to be governed in all respects by the law for levying and collecting district taxes.

Any single district shall possess power to establish graded schools in like manner as two or more districts united.¹⁴

PUBLIC SCHOOLS IN CITIES OF THE FIRST CLASS.

In all cities of more than 15,000 inhabitants the board of education shall consist of three members from each ward, if the city has not more than four wards, one of whom

¹ Laws of 1885, chap. 171, sec. 1.

² *Ibid.*, secs. 2, 4.

³ *Ibid.*, secs. 6, 7, 9.

⁴ Laws of 1876, chap. 122, art. 4, sec. 1.

⁵ *Ibid.*, sec. 4.

⁶ *Ibid.*, sec. 8.

⁷ Laws of 1879, chap. 156, sec. 1; Laws of 1876, chap. 122, art. 4, secs. 14, 15, 18.

⁸ Laws of 1876, chap. 122, art. 4, secs. 22, 24, 27.

⁹ *Ibid.*, sec. 30.

¹⁰ Laws of 1876, chap. 125, sec. 1.

¹¹ Laws of 1883, chap. 132, sec. 1.

¹² Laws of 1876, chap. 122, art. 8, secs. 1, 2, 3.

¹³ *Ibid.*, art. 7, sec. 1, 2.

¹⁴ *Ibid.*, secs. 3, 49.

in each ward shall be elected annually, and shall hold his office for the term of three years. In each city under this act having more than four wards, the board shall consist of two members from each ward, one of whom in each ward shall be elected annually, and shall hold his office for the term of two years.¹

The board of education has power to select its own officers, to make rules and regulations, to establish a high school, and to exercise sole control over the public schools and school property of the city.²

The board shall organize by the election of a president and vice-president from its own members, each of whom shall serve for one year. It may elect a clerk and superintendent, who shall not be a member of the board, and both shall hold office during the pleasure of the board. Annual reports are presented to the board by the president, superintendent, and by the several committees.³

It is the duty of the president to preside at all meetings of the board, to appoint committees, and to sign all warrants ordered by the board to be drawn upon the city treasurer for school moneys.⁴

The vice-president acts in case of his absence or disability.⁵

The clerk shall keep a journal of the proceedings of the board, have the custody of its records, countersign all warrants, keep an account of all financial transactions with the city treasurer, and shall, at least once in every three months, publish in said city a statement, under oath, of all moneys paid and received by order of the board. He shall receive a salary not to exceed \$1,000 per annum, and give a bond in the same amount before entering upon the duties of his office.⁶

The city superintendent shall have the charge and control of the public schools, subject to the orders, rules, and by-laws of the board, and shall receive such compensation as the board may deem adequate.⁷

The treasurer of the city is, *ex officio*, the treasurer of the board of education, and gives such bond as it may approve. He attends all meetings of the board, if required, and prepares a monthly statement of its finances. His compensation from the board is \$50 per annum.⁸

The board of education, at such times as it shall deem expedient, shall appoint three competent persons, who are styled "The Examining Committee of the Board of Education," whose duty it is to issue certificates of competency to teach and of good moral character. Together with such, the board may also elect as teachers any who hold diplomas or certificates from the State board of education.⁹

The board shall prepare the annual estimate and levy of moneys required for the support of the city public schools, which estimate shall not exceed 7 mills on the dollar, nor shall the schools be kept open more than nine months in the year.¹⁰

The title of all property held for the use and benefit of the public schools shall be vested in the board of education.¹¹

The board shall make an annual report of all the schools under its charge.¹²

No member of the board shall receive any pay or emolument for his service.¹³

PUBLIC SCHOOLS IN CITIES OF THE SECOND CLASS.

All cities having a population over 2,000 and not exceeding 15,000 inhabitants are styled cities of the second class.¹⁴

The common schools in each city shall be kept open not less than 3 nor more than 10 months in the year, and shall be free to all children between the ages of 5 and 21.¹⁵

Territory outside the city limits, but adjacent, may be attached to such city for school purposes, the taxable property thereof being subject to taxation and bearing its proportion of all expenses of the city schools.¹⁶

The public schools in cities of this class shall be a body corporate by the name and style of "The Board of Education of the City of ———, of the State of Kansas."¹⁷

At each annual election a board of education, consisting of two members from each ward, is chosen, one of whom shall hold office for two years. No member of the board shall be a member of the council, nor shall any member of the council be a member of the board of education.¹⁸

The powers, organization, officers, duties, and responsibilities of the board are essentially the same as in cities of the first class.¹⁹

Public schools in incorporated cities which have not less than 250 and not over 2,000 inhabitants, if not otherwise provided for by law, shall be governed by the provisions of the act which apply to the organization and maintenance of district schools or of union or graded schools.²⁰

¹ Laws of 1885, chap. 109, sec. 1.

² Laws of 1876, chap. 122, art. 10, sec. 4.

³ *Ibid.*, sec. 5.

⁴ *Ibid.*, sec. 6.

⁵ *Ibid.*, sec. 7.

⁶ *Ibid.*, secs. 8, 9.

⁷ *Ibid.*, sec. 8.

⁸ Laws of 1885, chap. 178, sec. 1.

⁹ Laws of 1876, chap. 122, art. 10, sec. 12.

¹⁰ Laws of 1881, chap. 140, sec. 2.

¹¹ Laws of 1876, chap. 122, art. 10, sec. 17.

¹² *Ibid.*, sec. 20.

¹³ *Ibid.*, sec. 11.

¹⁴ Laws of 1876, chap. 122, art. 11,

sec. 1.

¹⁵ *Ibid.*, sec. 2.

¹⁶ *Ibid.*, art. 11, sec. 3.

¹⁷ *Ibid.*, sec. 4.

¹⁸ *Ibid.*, sec. 7.

¹⁹ *Ibid.*, secs. 9 to 32.

²⁰ *Ibid.*, art. 12, sec. 1.

No portion of the corporation of a city of the third class shall be detached from the school district in which the city is located, and the whole of such corporation shall remain in one school district for the purpose of schools and taxation.¹

Duties of teachers.—The teachers of every district or graded school are required to keep a daily record of attendance, deportment and recitation of each pupil, and to file with the district clerk at the close of each term a full report of the entire number of pupils admitted, male and female, the text-books used, branches taught, and any other matter which the district board or county superintendent may require, under penalty of forfeiting the last month's wages.²

NORMAL INSTITUTES.

The county superintendents shall hold annually, in their respective counties, for a term of not less than four weeks, a normal institute for the instruction of teachers and those desiring to teach. For this purpose two or more counties may be united in the sparsely-settled portions of the State.³

For the support of these institutes a fee of \$1 is charged for each teacher's certificate, and a registration fee of \$1 from each person attending the institute, while the board of county commissioners may appropriate, as may be deemed necessary, to the extent of \$100.⁴

State aid in the sum of \$50 is also available when 50 names are registered at any institute.⁵

BOARD OF COUNTY EXAMINERS.

In each county there is a board of county examiners, composed of the county superintendent, who is, *ex officio*, chairman, and two persons of competent education appointed by the county commissioners on the nomination of the county superintendent. They serve one year and receive a sum not to exceed \$12 in any one quarter of the year.⁶

This board, on the last Saturday of January, April, October, and at the close of the county normal school, holds public examinations for all persons proposing to teach in the common schools of the county (cities of the first and second class excepted).⁷

The certificates issued by county boards are of three grades, first, second, and third, and continue in force 3 years, 2 years, and 1 year.⁸

Certificates of the first grade are issued to persons not under 18 years, who have taught successfully 12 school months, and certify that holders are proficient in the common English branches, including Constitution of the United States, book-keeping, physiology, hygiene, theory and practice of teaching, and elements of natural philosophy.⁹

The second grade are issued to persons not under 17 years, who have taught successfully not less than 3 months, and who are competent to teach all the branches prescribed for first-grade certificates except book-keeping and the elements of natural philosophy.¹⁰

STATE BOARD OF EXAMINERS.

There is a State board of education, consisting of the State superintendent of public instruction, the chancellor of the State University, the president of the State Agricultural College, and the principals of the State normal schools at Emporia and Leavenworth.

This board is authorized to issue State diplomas to teachers of unexceptionable moral character, of eminent professional experience and ability, and who have taught for 2 years in the State. Such diplomas shall be valid for life in any part of the State, unless revoked by the State board of education.¹¹

This board is further authorized to issue State certificates to teachers having the proper qualifications. These are of two grades, one for 3 years and one for 5 years. They are valid in any part of the State unless sooner revoked.¹²

The board also prepares a series of questions for use in the examination of teachers by the county boards of examiners, which are forwarded by the State superintendent to the several county superintendents.¹³

No certificate shall be granted to any person after January 1, 1886, who has not passed a satisfactory examination in elementary physiology and hygiene, with special reference to the effects of alcohol, stimulants, and narcotics upon the human system; and provision shall be made for instructing all pupils in each public school upon these topics.¹⁴

SCHOOLS.

The district schools shall at all times be equally free to all resident children over 5 and under the age of 21 years.¹⁵

¹ Laws of 1876, chap. 122, art. 12, sec. 2.

² *Ibid.*, art. 6, sec. 1.

³ Laws of 1877, chap. 136, sec. 1.

⁴ *Ibid.*, sec. 3.

⁵ *Ibid.*, sec. 6.

⁶ Laws, chap. 175, sec. 1.

⁷ *Ibid.*, sec. 2.

⁸ *Ibid.*, sec. 3.

⁹ *Ibid.*, sec. 4.

¹⁰ *Ibid.*, sec. 5.

¹¹ Laws of 1876, chap. 122, art. 6, sec. 7.

¹² *Ibid.*, sec. 8.

¹³ Laws, chap. 180, secs. 1, 2.

¹⁴ *Ibid.*, chap. 169, sec. 1.

¹⁵ Laws of 1876, chap. 122, art. 5, sec. 3.

No school district in which a common school has not been maintained at least three months in each year shall be entitled to receive any portion of the State school funds.¹

A school month consists of 4 weeks of 5 days each of 6 hours per day.²

Whenever there is not sufficient public money to support a public school the length of time determined by the electors of the district, then the district board may assess a tuition fee, proportioned to the number of days each pupil has been in actual attendance during the term.³

In all school districts in which there is a good and sufficient school building, a school shall be maintained for a period of not less than 4 months, between the 1st day of October and the 1st day of June in each school year.⁴

Should the legal voters of any district neglect, refuse, or fail to provide a levy of tax sufficient for a school of 4 months, the county superintendent, in conjunction with the county commissioners, shall immediately make an estimate of the amount necessary, have the same placed upon the tax roll of the county, and such tax shall be collected in like manner as other taxes.⁵

The county superintendent, upon the failure or refusal of the directors to provide and maintain a school as contemplated by this act, shall hire a teacher or teachers, provide fuel and appendages for the maintenance of a school for at least 4 months, and the treasurer of such district shall pay the amounts due upon the order of such county superintendent. And any qualified voter of such district may bring suit against the county superintendent for failure to comply with the provisions of this act.

Nevertheless, these provisions shall not apply to school districts which will be required to levy more than 1 per cent. to support such school.⁶

In each school district shall be taught in the English language, orthography, reading, writing, English grammar, geography, and arithmetic, and such other branches as may be determined by the district board.⁷

No sectarian or religious doctrines shall be taught or inculcated in any of the public schools of the city, though the reading of the Holy Scriptures is not hereby prohibited.⁸

Children between the ages of 8 and 14 years are required to attend either a public or a private school for at least 12 weeks in each year, 6 weeks of which time shall be consecutive, unless excused by the proper authorities.⁹

The penalty for violation of this act on the part of parents or guardians is a fine of from \$5 to \$20.¹⁰

School officers are required to investigate all cases of neglect under this act, and to prosecute them under penalty of a fine of not less than \$20 nor more than \$50.¹¹

KENTUCKY.

EDUCATIONAL PROVISIONS OF THE STATE CONSTITUTION, 1850.

The capital of the fund called the "Common-School Fund," together with any sum which may be hereafter raised in the State for the purpose of education shall be held inviolate, in order to sustain a system of common schools from the income thereof.¹²

A superintendent of public instruction shall be elected by the qualified voters of the Commonwealth to hold office for 4 years, at the same time the Governor is elected.¹³

ADMINISTRATION.

The common schools of Kentucky are managed by a State board of education, State and county superintendents, and district trustees.

In city, town, or village districts the proper officers shall report annually to the county superintendent, but he shall have no control over the schools in such districts, the same being governed in all respects by the local authorities.¹⁴

STATE SUPERVISION.

Board of education.—The superintendent of public instruction, the secretary of State, the attorney-general, together with two professional teachers to be elected by them, shall be a body corporate styled "The Board of Education of Kentucky."¹⁵

The superintendent is president of the board, and with two other members may control its corporate action at any regular or called meeting.¹⁶

The State board of education constitutes a standing committee, who shall prepare rules, by-laws, and regulations for the government of the common schools, which shall be adopted and enforced under the authority and direction of the county superintendent, in all cases where the trustees shall fail to enforce the same; they shall

¹ Const., art. 6, sec. 4.

² Laws of 1876, chap. 122, art. 5, sec. 2.

³ *Ibid.*, sec. 6.

⁴ Laws of 1881, chap. 150, sec. 1.

⁵ *Ibid.*, sec. 2.

⁶ *Ibid.*, sec. 3.

⁷ Laws of 1877, chap. 170, sec. 1.

⁸ Laws of 1876, chap. 122, art. 10,

sec. 22.

⁹ Laws of 1874, chap. 123, sec. 1.

¹⁰ *Ibid.*, sec. 2.

¹¹ *Ibid.*, sec. 3.

¹² Sch. Laws of 1884, art. 11, sec. 1.

¹³ *Ibid.*, sec. 2.

¹⁴ *Ibid.*, art. 7, sec. 7.

¹⁵ *Ibid.*, art. 4, sec. 1.

¹⁶ *Ibid.*, sec. 3.

select and recommend a proper course of study and suitable lists of text-books for the guidance of the trustees, which books shall not be changed oftener than once every five years.¹

The board has the power to require county superintendents and trustees to make special reports, to keep in existence the State Teachers' Association, and to cause the annual meeting of three model State teachers' institutes of three-weeks session each, at one of which the annual meeting of the State Teachers' Association shall be held. Each institute shall be under the supervision of the State superintendent, but under the immediate conduct of an expert normal teacher, with the necessary assistants, all of whom shall be selected by the board through the State superintendent.²

Superintendent of public instruction.—The superintendent of public instruction shall take the oath and enter upon the duties of his office on the first Monday succeeding the inauguration of the Governor.³

His salary is \$2,500 per annum, and he has power to appoint two clerks, one at \$1,500 and the other at \$850 per annum.⁴

He shall report biennially to the General Assembly the condition, progress, and prospects of the common schools; the amount and condition of the school fund and how distributed; the amount produced from local taxation, and how and for what disbursed; an abstract of the county superintendent's report; the practical workings of the common-school system of the State, with suggestions as to any alterations required.⁵

In his report he shall set forth the objects, methods of admission, &c., of the institutions for the blind, the deaf and dumb, and the feeble-minded.⁶

He is empowered to hear appeals and to construe the common-school laws. Before rendering an opinion he may obtain the advice of the attorney-general.⁷

In case of any donation or devise of property, he is authorized to appoint an agent, under proper bond, having the same power as an administrator or executor, in order to bring the proceeds into the treasury of Kentucky.⁸

He may visit annually any and different portions of the State for the purpose of investigating and directing the operations of the common-school system, and of promoting by addresses or otherwise the cause of popular education.⁹

STATE SCHOOL FUND.

The school fund shall consist of the fund dedicated by the constitution and laws of the Commonwealth for the purpose of sustaining a system of common schools therein.¹⁰

(1) The interest on the bond of the Commonwealth for \$1,327,009, at the rate of 6 per cent.

(2) The dividends on some capital stock of the Bank of Kentucky, representing a par value of \$73,500, owned by the State.

(3) The interest on the bond issued for surplus, due the counties by the State, at the rate of 6 per cent.

(4) The annual State tax of 22 cents on each \$100 of the taxable property of the State.

(5) The annual tax of 50 cents on each \$100 of the capital stock of the Farmers' Bank of Kentucky, of the Bank of Kentucky, of the Farmers' and Drovers' Bank, and of the Bank of Shelbyville.

(6) All other moneys and property, taxes, fines, and forfeitures expressly set apart in aid of common schools.¹¹

All officers whose duty it is to collect the special taxes, fines, and forfeitures for the school fund shall report annually to the superintendent of public instruction.¹²

The net revenue of the fund accruing during each school year shall constitute the sum to be distributed, which shall not be used for any other purpose than the payment of teachers of common schools legally qualified and employed.¹³

The pro rata apportionment is based upon the whole number of children between the ages of 6 and 20 years in the State, ascertained and estimated by the superintendent of public instruction. The proportion for each county and school district is determined by the annual census returns of the same.¹⁴

If any portion of the revenue previously apportioned to a county be not called for during any school year the same shall remain in the treasury to the credit of the county, to be distributed the succeeding year, as the interest on the bond for surplus is now distributed.¹⁵

COUNTY SUPERVISION.

The county superintendent shall possess moral character, ability to manage the common-school interests, and be competent to examine the teachers who may apply.

¹ Sch. Laws of 1884, art. 4, sec. 5.

² *Ibid.*, sec. 9.

³ *Ibid.*, art. 5, sec. 1.

⁴ *Ibid.*, sec. 2.

⁵ *Ibid.*, sec. 5.

⁶ *Ibid.*, sec. 6.

⁷ *Ibid.*, sec. 12.

⁸ *Ibid.*, sec. 13.

⁹ *Ibid.*, sec. 14.

¹⁰ *Ibid.*, art. 2, sec. 1.

¹¹ *Ibid.*, sec. 2.

¹² *Ibid.*, sec. 4.

¹³ *Ibid.*, sec. 5, 7.

¹⁴ *Ibid.*, sec. 8.

¹⁵ *Ibid.*, sec. 9.

No person shall be eligible to the office who is not 24 years old, a citizen of the United States, and who has not resided two years next preceding his election in the State, and one year in the county.¹

He is elected by the qualified voters of each county every two years.²

No person is eligible, until he shall have first procured a certificate from the judge of the circuit court of the county in which he shall be a candidate, that he has been publicly examined before said judge by a person appointed by him, and that he is qualified to discharge the duties of county superintendent as required by law.³

No county judge, justice of the peace, circuit clerk, county clerk, county attorney, sheriff, coroner, assessor, or employed teacher shall hold the office of county superintendent.⁴

Before entering upon his duties, he shall take the oath of office and give bond approved by the county court for the faithful discharge of his duties.⁵

He shall at least once during the year visit each district school of his county, condemn any school-house unfit to be occupied, and make a census report annually, to the State superintendent of the school population in each district.⁶

On or before the 10th day of January, February, May, and the 1st day of July in every year, he shall make a sworn report to the State superintendent, showing the districts in which schools have been taught for a full session or for one-half the session, in order that the proportionable amounts due for teachers' wages may be drawn from the State treasury.⁷

The penalty for falsifying such reports is from \$200 to \$500 or imprisonment for 6 months, or both.⁸

He shall make an annual report to the State superintendent, showing in tables of details the school districts of his county by number; the districts in which schools were taught, and the length of time taught; and those in which no schools were taught; the highest, lowest, and average number of children at school; the cost of tuition of each child; number of private schools, academies, and colleges, and length of session; the number of teachers employed and average wages for both male and female; amount of money received for common schools by local tax or otherwise, and for what disbursed; number and kind of school-houses and value of each; number built and value of each; number of district libraries, and number of volumes in each, and the increase during the year; the amount he has received for official compensation and expenses.⁹

He shall keep an official record of all moneys and of business transacted; shall have the disposition of county funds coming into his hands; the oversight of special taxes, fines, and forfeitures; shall hold in trust any devise, gift, or donation; shall conduct or superintend the examination of teachers and pay them their salaries, and for cause may suspend or remove a teacher or trustee.¹⁰

COUNTY TAXES.

In any county the legal voters may authorize the levying of a tax in aid of common schools therein.¹¹

The amount of tax assessed in no case shall exceed 25 cents on each \$100, nor \$1 on each poll.¹²

The officers collecting the taxes shall pay the same to the county superintendent, to be distributed by him in the same manner as he disposes of the fund apportioned to him, by the superintendent of public instruction.¹³

If at the time the vote is taken for a county tax, any district shall have imposed upon itself a tax in aid of its common schools, equal to or in excess of the one voted by the county, then no part of the tax voted by the county shall be collected in said district; but if any district shall have imposed a less tax than that provided by the county vote, such district tax shall not be collected so long as the county tax is collected.¹⁴

When any town or city shall have a separate representation in the Legislature, or separate school organization, such city or town shall not vote with the county on the imposition of any tax to be levied in such county. Louisville, Newport, and Covington, shall not participate in the election of a county superintendent for their respective counties.¹⁵

DISTRICT TRUSTEES.

Each school district is under the control of 3 trustees, one of whom is elected annually, by the qualified voters of the district for the term of 3 years. Any widow having a child between 6 and 20 years old may also vote.¹⁶

The trustees are a body politic and corporate, and their private seals or scrolls shall stand in lieu of a corporate seal.¹⁷

¹ Sch. Laws of 1834, art. 6, sec. 1.

² *Ibid.*, sec. 2.

³ *Ibid.*, sec. 4.

⁴ *Ibid.*, sec. 5.

⁵ *Ibid.*, sec. 6.

⁶ *Ibid.*, secs. 7, 8.

⁷ *Ibid.*, sec. 9.

⁸ *Ibid.*, sec. 10.

⁹ *Ibid.*, sec. 12.

¹⁰ *Ibid.*, secs. 14, 15, 16, 21, 22, 24.

¹¹ *Ibid.*, art. 3, sec. 1.

¹² *Ibid.*, sec. 2.

¹³ *Ibid.*, art. 6, sec. 7.

¹⁴ *Ibid.*, sec. 8.

¹⁵ *Ibid.*, sec. 9.

¹⁶ *Ibid.*, art. 8, sec. 1.

¹⁷ *Ibid.*, sec. 4.

They shall keep a record of official transactions, open at all times to the inspection of the county superintendent.¹

The trustees, with the consent of the county superintendent, may purchase school sites, erect school buildings, and provide furniture and apparatus. To this end they may assess both per capita and property taxes within legal limits. Also a poll-tax of not more than \$2, for incidental expenses, of parents who actually patronize the school.²

They shall employ a qualified teacher, agree with him as to compensation, and for good cause may remove him, subject to the approval of the county superintendent.³

When a school begins, one of the trustees, within 5 days, shall visit the same; thereafter, once a month. They have power to suspend or expel a pupil.⁴

They shall make for the county superintendent an annual census of the school population of the district, under a penalty for failure or fraud.⁵

Also a report for pro rata revenue of the district, and an annual report to the county superintendent, which shall contain a detailed statement of all matters pertaining to their official conduct.⁶

In addition to being fined for neglect of duty or misfeasance in office, the trustees shall be removed from office by the county superintendent.⁷

SCHOOL DISTRICTS.

When it shall appear to the county superintendent that a district in his county is not adapted to the accommodation of the pupils, or that a new district is necessary, he shall report the same to the judge of the county court, whose duty it shall be to appoint some suitable citizen of the county, who, together with the county surveyor and the county superintendent, shall form a commission to reform such district or to lay off and define a new one. No district so laid off shall contain an area of more than 9 square miles, unless it shall be necessary to enlarge the size so as to include 20 school children.⁸

No change shall be made in the boundary of a district as reported by the commission, except by order of the county court after one month's notice and satisfactory proof to the court that the change is indispensably necessary.⁹

No district shall include more than 100 school children, unless it contains a town or village, except in cases of extreme necessity, and in no case less than 20. Each school-house shall be located as near the centre of the district as practicable.¹⁰

A district may be composed of parts of 2 adjoining counties, and shall be reported only as belonging to that county in which the school-house may be situated.¹¹

When a city, town, or village establishes a system of common schools adequate to the instruction of all the children therein, with tuition free, the same shall be deemed one district and entitled to its proportion of the school fund.¹²

But this act is not to affect, modify, or repeal any local or special law which establishes any city or town in one district, but the same shall be governed in all respects by the local laws and authorities.¹³

DISTRICT LIBRARIES.

When, by contribution, purchase, or otherwise, 40 volumes can be collected, the district trustees may organize a library in connection with the district school for the use of the district. But none of the school revenues from general taxation shall be used for this purpose.¹⁴

The library may be kept in the district school-house, the teacher acting as librarian. The trustees are accountable for its care and preservation and have power to assess and collect all fines and fees, reporting annually to the county superintendent.¹⁵

The State board of education shall prepare a list of books suitable for school libraries, with uniform rules and regulations for their management and membership.¹⁶

TEACHERS.

Certificates.—Teachers in the common schools must possess certificates, signed either by two members of the county board or two members of the State board of examiners. The certificates are either first, second, or third class. Second-class certificates expire in 2 years and third-class in 1 year. A first-class certificate is valid for 4 years, and may be renewed, without a fee, for 4 years more by the county superintendent. But no certificate is valid out of the county in which it is granted. The State board of education defines the qualifications necessary to procure a certificate of each class.¹⁷

Board of examination.—The county superintendent, with two competent persons appointed by himself, constitute a county board of examiners. These persons sub-

¹ *Seh. Laws of 1884, art. 8, sec. 5.*

² *Ibid., secs. 6, 7, 8.*

³ *Ibid., sec. 9.*

⁴ *Ibid., sec. 11.*

⁵ *Ibid., sec. 12.*

⁶ *Ibid., sec. 13.*

⁷ *Ibid., sec. 17.*

⁸ *Ibid., art. 7, sec. 1.*

⁹ *Ibid., sec. 2.*

¹⁰ *Ibid., sec. 3.*

¹¹ *Ibid., sec. 4.*

¹² *Ibid., sec. 7.*

¹³ *Ibid., sec. 8.*

¹⁴ *Ibid., art. 11, sec. 1.*

¹⁵ *Ibid., sec. 2.*

¹⁶ *Ibid., sec. 4.*

¹⁷ *Ibid., art. 9, sec. 1.*

scribe an oath to faithfully discharge their duties, and they share proportionally the proceeds of a dollar fee for each examination.¹

The superintendent of public instruction appoints two professional educators, who, together with himself, constitute a State board of examiners, who shall examine teachers applying for State certificates.²

The State certificate is evidence that the teacher is possessed of good moral character, a knowledge of the common-school branches, together with physiology and hygiene, and a fair ability to teach and govern a school.

It is valid for 5 years, and if the teacher shall have taught continuously during that time, it may be renewed by the State board without his passing another examination. The fee for this certificate is \$3, and it is divided proportionally between the two members of the board appointed by the superintendent.³

Duties.—It is the duty of each teacher to keep a register, and at the close of the term to make a report to the county superintendent of the number of pupils enrolled, highest, lowest, and average number in attendance, number of pay pupils, and any other matters of interest and importance. For willful neglect or failure to do so, the county superintendent shall withhold \$20 of his salary due.⁴

Teachers shall faithfully enforce the course of study and the regulations prescribed, under penalty of dismissal. They have power to suspend from school any pupil for good cause, reporting the case to the trustees in writing, or appealing the same to the county superintendent, whose decision shall be final.⁵

An assistant teacher may be employed when the regular daily attendance is 50, and in no case shall less than 2 teachers be employed when the regular daily attendance is 60 or more.⁶

Teachers' institutes.—Between the 1st of July and the 1st of September the county superintendent shall organize, annually, a teachers' institute, which every teacher must attend for the full session of not less than 4 days. There is no reduction of teachers' wages during this vacation of the schools; but in case of non-attendance the certificate is forfeited, unless satisfactory excuse has been rendered.⁷

The superintendent of public instruction may appoint able normal instructors to conduct these institutes, who are paid by the county superintendent from the institute fund derived from a fee of \$2 from each one attending the same.⁸

At each session of the institute every subject embraced in the common-school course shall be illustrated and discussed, together with every feature of school organization and management; and the common-school laws of the State shall be read and expounded.⁹

County teachers' association.—During the session of the institute there may be held a county teachers' association, and an evening of 2 hours may be daily set apart for this purpose. The objects of such association shall be primarily to discuss and devise the best ways and means of promoting the interests of common schools and the improvement of teachers.¹⁰

The county superintendent in his annual report shall mention the time and place of holding the teachers' institute, the name of the conductor, number of persons registered, sum collected, number of teachers of common schools who did not attend, and such other information concerning the institute and the association as he may consider interesting and important.¹¹

SCHOOLS.

No school shall be deemed a "common school," nor be entitled to any contribution out of the school fund, unless the same has been actually kept by a qualified teacher for 3 months in districts having 35 pupils or less, for 4 months in districts having more than 35 and less than 45 pupils, and for 5 months in districts having 45 or more during the same school year, between the ages of 6 and 20 years. There is nothing to prevent a person over 20 years old from attending a common school if he pays tuition fees.¹²

A school kept for a part of the year as a common school, may be kept for the remainder of the year as a private school, available only to contributors.¹³

The school year begins on the 1st day of July and ends on the 30th of June. Twenty school days constitute a school month.¹⁴

The following branches of study are prescribed by the State board of education: Reading, spelling, writing, arithmetic, English grammar, English composition, geography, United States history, and laws of health. In any district where as many as one-third of the pupils are the children of other than English-speaking parents, their respective languages may be added to the foregoing course of study.¹⁵

Free text-books are to be supplied to indigent orphan children in any county by the county judge, the amount paid not to exceed \$100 in any one year.¹⁶

¹ Sch. Laws of 1884, art. 9, secs. 2, 3.

⁶ *Ibid.*, art. 1, sec. 7.

¹² *Ibid.*, art. 1, sec. 3.

² *Ibid.*, sec. 6.

⁷ *Ibid.*, art. 10, secs. 1, 2.

¹³ *Ibid.*, sec. 4.

³ *Ibid.*, sec. 7.

⁸ *Ibid.*, secs. 3, 5.

¹⁴ *Ibid.*, sec. 5, 6.

⁴ *Ibid.*, sec. 4.

⁹ *Ibid.*, sec. 6.

¹⁵ *Ibid.*, art. 4, sec. 6.

⁵ *Ibid.*, sec. 5.

¹⁰ *Ibid.*, sec. 7.

¹⁶ *Ibid.*, sec. 7.

¹¹ *Ibid.*, sec. 8.

When any family shall have any infectious or contagious disease, no member shall attend any school until permitted by the trustees.¹

Willful disobedience and defiance of the teacher, habitual profanity and vulgarity, or other gross conduct, shall constitute good cause for suspension, dismissal, or expulsion from school.²

No publications of a sectarian, infidel, or immoral character shall be used or distributed in any common school.³

Certificates of graduation, signed by the county board of examiners, together with the indorsement and official seal of the State superintendent, are issued to pupils of the common school who have faithfully completed the prescribed course of study.⁴

COLORED SCHOOLS.

All sums arising from any donation, grant, or devise, designed to aid in the education of the colored children of the State, shall be held and used for the purpose specified.⁵

The county shall be laid off into suitable districts, so that no district shall contain more than 100 nor less than 20 colored children of pupil age.⁶

Colored school trustees for each colored school district shall be elected at the same time and manner that white trustees are elected. The district taxes, votes, schools, and attendance thereof shall strictly conform to the color line.⁷

The colored school officers and teachers shall be organized into teachers' institutes, for themselves, in like manner as the whites. There is likewise equal provision for the establishment of a teachers' association.⁸

LOUISIANA.

ESTABLISHMENT OF PUBLIC SCHOOLS.

The State constitution of 1879 provides for the establishment of free public schools, for the education of all children of the State, between the ages of 6 and 13 years, to be maintained by taxation or otherwise.⁹

Nothing is said, either in the constitution or in the school laws, as to compulsory attendance.

Each parish (county) is divided into wards or school districts, and to these the school funds are apportioned according to the number of persons in each ward or district between the ages of 6 and 18 years.¹⁰ Women over 21 years of age shall be eligible to any office of control or management under the school laws of this State.¹¹

LEGAL SCHOOL POPULATION.

The assessors of the different parishes of the State (the parish of Orleans excepted), every two years, on or before the tenth day of November, make an enumeration of all the youths of school age (designating the number of each sex), in each school district or ward into which the parish is divided. Duplicate lists of such enumeration are prepared; one is delivered to the president of the board of school directors, the other transmitted to the State superintendent of public education.¹²

STATE SUPERVISION.

All free public schools are under the control of a State board of education, composed of the Governor, the lieutenant-governor, the secretary of State, the attorney-general, the State superintendent of public education, and two citizens of the United States (who have resided in the State for at least two years), appointed by the Governor for a term of four years.¹³

The State board of education, having general control of all the public schools of the State, makes rules and regulations for the government of same;¹⁴ the State superintendent, elected quadrennially by the people,¹⁵ is secretary and executive officer of the board,¹⁶ and is charged with the general supervision of all the parish boards of education and of all the common, high, and normal schools of the State; he must see that the school system is carried into effect and put into uniform operation,¹⁷ and must make quarterly apportionments of State school money.¹⁸

STATE TAX.

For the maintenance of public schools, an annual poll-tax, not less than \$1 nor more than \$1.50, is levied upon every voter,¹⁹ and by act of the Legislature which met in 1884, the State appropriation for public schools was increased from 1 to 1½ mills on the dollar.²⁰

¹ Sch. Laws of 1884, art. 13, sec. 7.

² *Ibid.*, art. 1, sec. 8.

³ *Ibid.*, sec. 9.

⁴ *Ibid.*, sec. 10.

⁵ *Ibid.*, art. 12, sec. 1.

⁶ *Ibid.*, sec. 2.

⁷ *Ibid.*, sec. 4.

⁸ *Ibid.*, secs. 5, 6.

⁹ Const. of 1879, art. 224.

¹⁰ Sch. Laws of 1877, p. 11; also

Const. 1879, p. 54.

¹¹ Const., art. 232.

¹² Sch. Laws of 1877, p. 31.

¹³ *Ibid.*, art. 1, sec. 1.

¹⁴ *Ibid.*, art. 2, sec. 2.

¹⁵ Const. of 1879, art. 225, and ¹⁶ art.

1 of sec. 1 of Sch. Laws of 1877.

¹⁷ Sec. 23 of art. 21.

¹⁸ Sch. Laws, art. 26, sec. 26.

¹⁹ Const. of 1879, art. 208.

²⁰ Louisiana Journal of Education, Oct., 1884, p. 197.

The school funds consist of: 1. The proceeds of taxation for school purposes, as provided by the constitution. 2. The interest on the proceeds of all public lands which have been granted by the United States to the State, for the use and support of public schools. [For the free-school fund this interest annually amounts to \$45,234.70; for the seminary fund, \$5,440; for State Agricultural and Mechanical College fund, \$9,115.65.] 3. Lands and other property which may be bequeathed, granted, or donated to the State for school purposes. 4. All funds or property other than unimproved lands, bequeathed or granted to the State, not designated for other purposes. 5. The proceeds of vacant estates falling under the law to the State.¹

The amount of school fund apportioned to each parish by the State superintendent is paid by the State treasurer to the treasurer of that parish board, upon the warrant of the president, countersigned by the secretary thereof. The poll-tax collected in any parish is appropriated to that parish.²

The parish treasurer pays out the school funds intrusted to his charge, on warrants drawn by the president and countersigned by the secretary of the parish school board.³

No funds raised for the support of the public schools of the State shall be appropriated or used for the support of any sectarian schools.¹

EDUCATION OF TEACHERS.

A State normal school, located by the State board at Natchitoches, is established under provisions of act No. 57, session of 1834.⁴

EDUCATION IN HIGHER AND PROFESSIONAL STUDIES.

The "Louisiana State University and Agricultural and Mechanical College" is recognized by the constitution of 1879, and provision made for the maintenance of the same. Provision is also made for the establishment in the city of New Orleans of a university for the education of "persons of color."⁵

COUNTY SUPERVISION.

Parishes have (with the exception of Orleans Parish), each 5 to 9 directors of public schools, appointed by the State board for four-year terms, and a parish superintendent of public schools, appointed by the board of directors. The board of directors has general supervision and control of schools in the parish; appoints a special committee to examine persons desiring to teach in the parish, and prescribes rules and regulations for the government of all schools under its control; the parish superintendent acts as secretary of the board.⁶

TEXT-BOOKS.

Text-books are selected by the State board of education, and when selected cannot be changed for four years.⁷

LOCAL SUPERVISION.

The public schools of the city of New Orleans are under the direction and control of a board of directors of the city schools; this board consists of 20 members, 8 appointed by the State board of education and 12 appointed by the board of administrators of the city of New Orleans, and appoints, for the constant supervision and periodical examinations of the city public schools, a chief superintendent, who holds his office for a term of four years.⁸

Visiting trustees for each ward or district of parishes may be appointed by the parish board; such trustees to make to the parish board reports of the condition, prospects, and needs of the schools.⁹

SCHOOL PROPERTY.

Apparatus and furniture for schools and school-houses are provided by the parish boards of directors.¹⁰

TEACHERS; HOW SELECTED AND PAID.

All teachers of the free public schools (except in the parish of Orleans), are appointed by the parish boards of directors. In the city of New Orleans they are appointed by the board of directors of city public schools. No teacher in the city schools is appointed permanently, without a previous probation of at least three-months service in a manner satisfactory to the chief superintendent and the "committee on teachers."

All teachers, whether in parish or city schools, must be of good moral character, and pass a satisfactory examination.²

¹ Const., arts. 228, 229, 233.

² Sch. Laws of 1877, p. 21.

³ Ibid., p. 14.

⁴ See p. 183 of Report of State superintendent of public education of 1884-85.

⁵ Const. of 1879, arts. 230, 231.

⁶ Acts of 1882, number 70.

⁷ Sch. Laws of 1877, p. 10.

⁸ Ibid.

⁹ Acts of Gen. Assm. of 1882, pp. 90, 91, 92.

¹⁰ Ibid., p. 91.

LOCAL TAXES.

Any parish may order a levy of 2 mills on the dollar in any year on all taxable property in the parish, to be used for the support of the free public schools.¹

The board of administrators of the city of New Orleans is authorized and directed in making up the budget of city expenses, to include therein, the amount needed to sustain the city schools during the current school year, provided the amount does not exceed \$275,000.²

EXTRACTS FROM RULES AND REGULATIONS OF THE STATE BOARD OF EDUCATION.

The public schools shall be designated as elementary, high, and normal schools. In the elementary schools there shall be taught spelling, oral and written; reading, penmanship, drawing, geography, arithmetic, familiar science (object lessons), physiology and hygiene, and civil government. The high schools shall be for the continued instruction of such youth, over 14 years of age, as are competent to pursue those branches which will fit them for business pursuits, or for admission into the normal schools, or to the Agricultural and Mechanical College, or Tulane University. The normal schools shall be for the general improvement of young teachers and for the professional training of such graduates of the high schools as desire to teach.

In every school district shall be kept open, at least 24 weeks in each year, a sufficient number of schools for the instruction of all children who may legally attend public schools therein.

A public examination in all the schools shall be held at least once in each year.

The presidents or secretaries of parish boards of school directors shall, in addition to the regular reports required of them by law, make to the State superintendent, in connection therewith, full and complete reports as to the condition and amount of the school lands in their districts.

MAINE.

ESTABLISHMENT OF PUBLIC SCHOOLS.

The constitution of 1820 authorizes and empowers the Legislature to require the several towns to make suitable provision, at their own expense, for the support and maintenance of public schools.³

Every child between the ages of 9 and 15 years must attend a public school for at least 12 weeks in each year, unless excused by the school officers.⁴

Every parent who does not send his children to school as above required, forfeits not exceeding \$5 to the treasurer of the town, for school purposes;⁵ every boy between the ages of 9 and 15 who refuses or neglects to comply with the above law, forfeits not exceeding \$5.⁶

LEGAL SCHOOL POPULATION.

The school population includes all persons between the ages of 4 and 21 years. A certified list of the names and ages of all resident persons in each school district from 4 to 21 years is returned to the assessors and school committee in April, annually, by the school agent of the district. If school agent neglects to make return, the school committee must do so.⁷

These returns are forwarded to the State superintendent of common schools, annually, in May or June, by the school committees, and he, annually, on the first day of July, ascertains the number of children of school age in the towns from which returns have been received, and furnishes a list thereof to the treasurer of the State.⁸

MINIMUM LENGTH OF SCHOOL YEAR.

There is no prescribed length of the school year. Five days constitute the school week and four weeks a school month.⁹

PRESCRIBED STUDIES.

Instruction must be given to all pupils in all schools supported by public money or under State control in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system.¹⁰

STATE SUPERVISION.

For the general supervision of the schools there is a State superintendent of common schools, appointed triennially by the Governor, with the advice and consent of the council.

His duties are to obtain and disseminate information relating to school systems; to take necessary measures for holding State educational conventions; to hold county

¹ Sch. Laws of 1877, art. 26, sec. 28.

² *Ibid.*, art. 29.

³ Const. of 1820, art. 8.

⁴ Sch. Laws, sec. 24, pp. 9, 10.

⁵ *Ibid.*, sec. 25.

⁶ *Ibid.*, sec. 26.

⁷ *Ibid.*, secs. 94, 89.

⁸ *Ibid.*, secs. 90, 106.

⁹ *Ibid.*, sec. 87.

¹⁰ *Ibid.*, p. 31, act of 1885.

institutes; to publish abstracts of proceedings of such conventions; to prescribe the studies to be taught in the common schools; to make report to the Governor and council annually; in short, to exercise general supervision and control of all the public schools.¹

STATE TAX.

A tax of 1 mill on a dollar is annually assessed upon all property in the State, for the support of common schools.²

STATE SCHOOL FUND.

The permanent school fund consists of all moneys received from sales of lands, appropriated for the support of schools, or from notes taken therefor, and of any other moneys appropriated for the same purpose.

A sum equal to 6 per cent. of such fund, together with all money received by the State from the tax on banks, is annually appropriated to the support of common schools and distributed among the several towns, according to the number of children therein between the ages of 4 and 21 years. Immediately after making the annual apportionment in July, the treasurer of State notifies each town of its proportion, which shall not be paid to any town until its return is made to the superintendent of common schools, nor so long as any State tax assessed upon such town remains unpaid.

The mill tax for the support of common schools is distributed by the treasurer of State on the first day of January, annually, to the several cities, towns, and plantations, according to the number of scholars therein, as the same shall appear from the official return made to the State superintendent for the preceding year.³

EDUCATION OF TEACHERS.

The course of instruction in the State normal schools includes the common English branches in thorough reviews, and such of the higher branches as are especially adapted to prepare teachers to conduct the mental, moral, and physical education of their pupils; also the art of school management, including the best methods of government and instruction.⁴

Whenever not less than 30 teachers and school officers of any county form an association, under rules of government approved by the State superintendent, for the purpose of mutual improvement in the science and art of teaching, and of diffusing a knowledge of the best methods of improving the public-school system, by the holding of conventions at least once a year, under the supervision of the State superintendent, the State defrays the necessary expenses of holding such conventions; *Provided*, That not more than two such associations are to be formed in any county, and the expenses of no more than two conventions of any such association in any year are to be defrayed by the State.⁵

EDUCATION OF DEFECTIVE, DEPENDENT, AND DELINQUENT CHILDREN.

The Governor, with the approval of the council, may send such deaf persons as he deems fit subjects for instruction, at the expense of the State, to the American Asylum, at Hartford, Conn., or to the Portland School for the Deaf, at Portland, as the parents or guardians may designate in their written application for aid.⁶

EDUCATION IN HIGHER AND PROFESSIONAL STUDIES.

To any town, union of towns, or districts establishing and maintaining a free high school for at least 10 weeks in any one year, the State pays one-half the amount expended for instruction in said school, the amount thus paid by the State not to exceed \$250. No town can receive such State aid, unless its appropriation and expenditures for such school have been exclusive of the amounts required by law for common-school purposes.

The course of study in the free high schools embraces the ordinary English academic studies, especially the natural sciences in their application to mechanics, manufactures, and agriculture. Ancient and foreign languages cannot be taught at the expense of the State fund, unless the school in which they are taught was established before March 18, 1880. These free high schools are subject to the laws governing common schools, where applicable, unless otherwise provided. Any town may authorize its superintending school committee to contract with and pay the trustees of any academy for tuition of scholars within such town in high-school studies, and said town receives same State aid as if said expenditure had been made for free high school.⁷

Any city or town may annually make provision for free instruction in industrial or mechanical drawing to persons over 15 years of age, either in day or evening schools, under direction of the superintending school committee.⁸

¹ Sch. Laws, secs. 102, 104.

² *Ibid.*, sec. 119.

³ *Ibid.*, secs. 117, 118, 121.

⁴ *Ibid.*, sec. 107.

⁵ *Ibid.*, p. 38, act of 1885.

⁶ *Ibid.*, sec. 126.

⁷ *Ibid.*, secs. 28, 31, 32, 33.

⁸ *Ibid.*, sec. 11, p. 6.

LOCAL SUPERVISION.

Towns annually determine the number and limit of school districts therein (and may choose school agents); elect a superintending school committee of 3, or elect a supervisor of schools, who shall perform the duties of said committee.¹ No person is ineligible to the office of supervisor of schools, or of superintending school committee, on account of sex.

Members of superintending school committee hold office for 3 years; examine and employ teachers, unless the town otherwise vote; direct the course of instruction; select a uniform system of text-books (not to be changed for 5 years, unless by vote of the town), and may purchase and fix prices of same; examine schools and inquire into the regulations and discipline thereof; dismiss teachers for sufficient cause; expel scholars; exclude scholars not vaccinated; direct expenditures; classify scholars; and make annual report to the State superintendent.²

Plantations have the same rights and privileges as towns as to school laws, and may form districts and raise money for school purposes.³

SCHOOL-HOUSES AND OTHER SCHOOL PROPERTY.

School-houses and furniture are provided by the towns or districts. Insurance may be procured on school property by the school agent, if the district so direct.⁴

TEACHERS—HOW SELECTED AND PAID.

Teachers are examined, licensed and appointed by the superintending school committee, as already specified. Teachers must be of good moral character, have a "temper and disposition suitable to be instructors of youth," and must pass an examination in reading, spelling, English grammar, geography, history, arithmetic, book-keeping, physiology and hygiene.⁵

LOCAL TAXES.

Every town must raise and expend annually for the support of schools therein, exclusive of any income from corporate school fund, or from any grant from the State, or from any donation, bequest, or forfeiture, not less than 80 cents for each inhabitant.⁶

School districts have power to raise and expend money for the rental, purchase, care and improvement of real and personal property, useful or necessary for public-school purposes, or for the maintenance of graded schools.⁷

MARYLAND.

ESTABLISHMENT OF PUBLIC SCHOOLS.

The General Assembly "shall by law establish throughout the State a thorough and efficient system of free public schools, and shall provide, by taxation or otherwise, for their maintenance."⁸

LEGAL SCHOOL POPULATION.

School age for whites is 6 to 21 years; for colored, 6 to 20 years.⁹

MINIMUM LENGTH OF SCHOOL YEAR.

In every district in each county one or more free schools are kept open 10 months in the year if possible.¹⁰

Five days constitute a school week.¹¹

PRESCRIBED STUDIES.

In every district school there must be taught orthography, reading, writing, English grammar, geography, arithmetic, history of the United States, and good behavior; algebra, book-keeping, natural philosophy, the Constitution of the United States, the constitution of Maryland, vocal music, drawing, and physiology. The laws of health and domestic economy are also to be taught whenever the board of district school trustees deem it expedient; and in districts where there is a considerable German population, the board of county school commissioners is authorized to cause the German language to be taught, if it think proper to do so.¹²

STATE SUPERVISION.

Educational matters affecting the State, and the general care and supervision of public education, are entrusted to a State board of education, consisting of the prin-

¹ Sch. Laws, sec. 18, p. 8.

² *Ibid.*, secs. 86, 87.

³ *Ibid.*, sec. 99, *et seq.*

⁴ *Ibid.*, secs. 30, 93.

⁵ *Ibid.*, sec. 87, also p. 31.

⁶ *Ibid.*, sec. 6.

⁷ *Ibid.*, sec. 42, 55.

⁸ Const. of 1867, art. 8, sec. 1.

⁹ Sch. Laws of 1877, chap. 9, sec. 1, and chap. 18, sec. 5.

¹⁰ Sch. Laws, chap. 7, sec. 2.

¹¹ *Ibid.*, chap. 7, sec. 9, and by-laws of State board of education, art. 7, sec. 3.

¹² *Ibid.*, chap. 7, sec. 2.

principal of State normal school, the Governor of the State, and 4 persons (one of whom must be a resident of the Eastern shore), from among the presidents and examiners of the several county boards. These four members are appointed at the regular biennial session of the General Assembly by the Governor, by and with the advice and consent of the senate.¹

The State board meets on the last Wednesday in May, August, November, and February of every year, in the State normal-school building, and the members of the board receive "no salary, but actual expenses incurred in attending these meetings." It is the duty of the board to enact by-laws for the administration of the public-school system; to suspend or remove examiners or teachers who are found to be inefficient, incompetent, or guilty of moral delinquency, unfitting them for their offices; to explain the true intent and meaning of the law, and decide all controversies and disputes that may arise under it; to act as assistants and advisers of the various county boards; to issue circular letters to teachers and school commissioners on public-school business; to issue a uniform series of blanks for reports and returns; to examine candidates for the office of county examiner when requested by the county school board; to grant certificates to teachers of long experience and established reputations, and to make an annual report to the Governor on or before January 15. The members of the State board are, *ex officio*, trustees of the State Normal School, and the principal of the State Normal School is, *ex officio*, a trustee of the State Agricultural College.²

The principal of the State Normal School is the executive officer of the State board of education, and is, *ex officio*, State superintendent of public instruction.³

STATE TAX.

A tax of 10 cents on each \$100 of taxable property throughout the State is annually levied for the support of free public schools and the Maryland State Normal School, which tax is collected at the same time and by the same agents as the general State levy, and is paid into the treasury of the State.⁴

On the 15th day of June, the 1st day of October, the 1st day of January, and the 15th day of March in each year, the comptroller apportions the amount of the proceeds of the school tax among the several counties and the city of Baltimore in proportion to their respective population, between 5 and 20 years of age, and notifies the State board of education and the treasurer of the several boards of county school commissioners, and of the city of Baltimore of the amount due to each on the several days aforesaid; these amounts are paid to the treasurers of the said boards by the State treasurer upon the draft of the president and secretary of the same; but if in any county the schools are kept open less than 7½ months of the year ending December 31, the comptroller withholds from such county the April installment of the State school tax.⁵

The income of the free-school fund is disbursed by the State treasurer upon the warrant of the comptroller.⁶

EDUCATION OF TEACHERS.

A State normal school for the instruction and practice of teachers in the science of education, the art of teaching, and the mode of governing schools is located at Baltimore, the sessions of which must not be less than 9 months in a year. The course of study is prescribed by the State board of education.⁷

A teachers' institute, to continue 5 days, is held in each county once a year.⁸

EDUCATION IN HIGHER AND PROFESSIONAL STUDIES.

High schools may be established by counties or by districts, and, if practicable, military tactics may form a department in same.⁹

COUNTY SUPERVISION.

Educational matters affecting a county shall be under the supervision of a board of county school commissioners, 3 in number, whose term of office is 2 years,¹⁰ who elect a person (not a member of the board) to serve as secretary, treasurer, and examiner; in counties having more than 85 schools an assistant examiner may be appointed.¹¹

The board of county school commissioners has the general supervision and control of all the schools in the respective counties, and makes annual report to the State board of education on or before November 15.¹²

The county examiner holds regular examinations of teachers, visits the schools in his county, and makes quarterly reports to county board, and on or before January 15 in every year, notifies the comptroller how many months the schools of his county have been kept open.¹³

¹ Sch. Laws, chap. 2, sec. 1.

² *Ibid.*, chap. 3, secs. 1 to 10.

³ By-laws, State board of education, art. 1, sec. 3.

⁴ *Ibid.*, chap., 19, sec. 1.

⁵ Sch. Laws, chap. 19, sec. 6.

⁶ *Ibid.*, sec. 2.

⁷ *Ibid.*, chap. 12, secs. 1, 4, 7.

⁸ *Ibid.*, chap. 13, sec. 1.

⁹ *Ibid.*, chap. 17, secs. 1, 2, 4.

¹⁰ *Ibid.*, chap. 1, sec. 2.

¹¹ *Ibid.*, chap. 4, sec. 1.

¹² *Ibid.*, secs. 4, 7.

¹³ *Ibid.*, chap. 11, secs. 4, 5, 8.

The secretary and treasurer of the board of county school commissioners must give bond, must keep full account of all moneys received and paid by him, and all matters relating to the duties of his office, preserve the same and all vouchers relating thereto; must be present at every meeting of the board, but has no vote; keep the minutes and conduct the correspondence, file and keep all letters and reports pertaining to business of the board, and prepare and submit for adoption the annual report to the State board of education.¹

TEXT-BOOKS.

Text-books are adopted (and may be purchased) by the boards of county school commissioners for the public schools in their respective counties.²

LOCAL SUPERVISION.

Educational matters affecting a school district are under the supervision of a board of district school trustees, 3 in number, appointed by the county school commissioners annually.³

The mayor and city council of Baltimore have full power and authority to establish in said city a system of free public schools, and may delegate supervisory powers and control to a board of school commissioners; may prescribe rules for building school-houses, and locating, establishing and closing schools; and are authorized and empowered to levy and collect upon the assessable property in the city, such amount of taxes as are necessary to defray the expenses incurred for educational purposes by them.⁴

The commissioners of public schools of Baltimore have the power to examine, appoint and remove teachers, prescribe the qualifications, fix the salaries, subject to approval of the mayor and city council, select text-books (provided they contain nothing of a sectarian or partisan character), and must make annual report to the State board of education.⁵

SCHOOL-HOUSES AND OTHER SCHOOL PROPERTY.

Every school-house is built and furnished according to plans and drawings issued from the office of the county school commissioners.⁶

TEACHERS: HOW SELECTED AND PAID.

Teachers are appointed by the district school trustees (except in Baltimore), and their salaries are fixed by the county school commissioners,⁷ and paid, by their order, at the end of each term.⁸

A teacher in public school must have certificate of qualification, issued by the examiner of the county in which he desires to teach, or from the principal of the State normal school, a diploma as graduate of said school, or certificate from State board of education.⁹

MASSACHUSETTS.

ESTABLISHMENT OF PUBLIC SCHOOLS.

The constitution of 1780 declares that "it shall be the duty of Legislatures and magistrates, in all future periods of this Commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them, especially the university at Cambridge, public schools and grammar schools in the towns."¹⁰

In every town there must be kept, at the expense of said town, a sufficient number of schools for the instruction of all the children who may legally attend public school therein.¹¹

A town may establish and maintain, in addition to the schools required by law to be maintained therein, schools for the education of persons over 12 years of age; such schools may be kept in day or evening.¹²

Every town and city having 10,000 or more inhabitants must maintain, in addition to the schools required by law to be maintained therein, evening schools for the instruction of persons over 12 years of age, in orthography, reading, writing, geography, arithmetic, drawing, the history of the United States, and good behavior, and such other branches of learning as the school committee may deem expedient.¹³

Every person, having under his control a child between the ages of 8 and 14 years must, annually, cause such child to attend for at least 20 weeks some public day school in the city or town in which he resides; and for every neglect of such duty forfeits to the use of public schools in such city or town a sum not exceeding \$20, unless he is unable, by reason of poverty, to send such child to school, or the child attends, for like period of time, a private day school, or is otherwise furnished with the means of

¹ Sch. Laws, chap. 11, sec. 6.

² *Ibid.*, chap. 10, sec. 2.

³ *Ibid.*, chap. 2, sec. 3.

⁴ *Ibid.*, chap. 16, secs. 1, 4.

⁵ *Ibid.* sec. 2.

⁶ *Ibid.*, chap. 6, sec. 5.

⁷ *Ibid.*, chap. 8, secs. 2, 5, art. 2,

sec. 6.

⁸ State board of education by-laws.

⁹ *Ibid.*, chap. 8, sec. 1.

¹⁰ Const. of 1780, chap. 5, sec. 2.

¹¹ Sch. Laws (Mass.), chap. 44, sec. 1.

¹² *Ibid.*, chap. 44, sec. 12.

¹³ Sup. Sch. Laws of 1885, pp. 6, 7.

education, or has already acquired the branches of learning taught in the public schools, or is physically or mentally incapacitated for attendance at school.¹

LEGAL SCHOOL POPULATION.

School age is from 5 to 15 years.

School census is taken annually in May by the school committees, and the number of children of school age thus ascertained is reported by them, to the secretary of the board of education on or before the last day of the following April.²

MINIMUM LENGTH OF SCHOOL YEAR.

Six months is the minimum length of the school year in common public schools; 10 months in the high schools.³

PRESCRIBED STUDIES.

Orthography, reading, writing, English grammar, geography, arithmetic, drawing, the history of the United States, good behavior, physiology and hygiene must be taught in all public schools; algebra, vocal music, agriculture, sewing, and the elementary use of hand tools, when the school committee deem it expedient.⁴

In the high schools in towns containing 500 inhabitants or householders, in addition to the foregoing, instruction must be given in general history, book-keeping, surveying, geometry, natural philosophy, chemistry, botany, the civil polity of the State and of the United States, and the Latin language; in towns of 4,000 inhabitants, the teachers must be competent to instruct in the Greek and French languages, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy.⁵

STATE SUPERVISION.

The State board of education consists of the Governor and lieutenant-governor and 8 persons appointed by the Governor, with the advice and consent of the council, each to hold office 8 years from the time of his appointment, 1 to retire each year.

The board holds in trust for the State, all donations or bequests of lands or money for educational purposes, prescribes form of school registers and blanks for returns; appoints its own secretary; may appoint agents to visit cities and towns to inquire into the condition of schools; manages the State normal schools, collects school statistics, makes an annual report; in short, has the general management of the free schools in the State.

The secretary of the board recommends to the board and to the general court such improvements as may come to his notice; visits schools; collects in his office such school books, apparatus, maps, and charts as can be obtained without expense to the State; collects information as to condition of public schools, and distributes blanks, school registers, and reports as soon as they are prepared; he makes an annual report.⁶

STATE SCHOOL FUND.

The annual income of the school fund is divided, one-half being distributed without specific appropriation to the towns and cities of the State for public-school purposes; all other educational expenses of the State, not otherwise provided for, are paid from the other half of said income, and unexpended parts thereof are added to the principal of said fund.⁷

The income from said school fund appropriated to the support of public schools, which has accrued on December 31 in each year, is apportioned by the secretary and treasurer, and is paid over by the treasurer to the treasurers of the several cities and towns on the 25th of January thereafter.⁸

Besides the above there is an "Indian-school fund," the income from which goes for the support of schools among the Indians in certain towns in the State, and the "Todd normal-school fund," the income from which is applied to specific objects in connection with the normal schools not provided for by legislative appropriation.⁹

EDUCATION OF TEACHERS.

Normal schools are established in different parts of the State, the design of which is to prepare the pupils for the work of organizing, governing, and teaching the public schools of the State. A normal art school is also established.¹⁰

When the board of education is satisfied that 50 teachers of public schools desire to unite in forming a teachers' institute, it must make suitable arrangements therefor.¹¹

¹ Sch. Laws of 1883, chap. 7, sec. 1, p. 42.

² *Ibid.*, chap. 46, secs. 3, 5.

³ *Ibid.*, chap. 44, secs. 1, 2.

⁴ *Ibid.*, sec. 1, p. 22, and act of June 16, 1885.

⁵ *Ibid.*, sec. 2.

⁶ *Ibid.*, chap. 41, secs. 1 to 17.

⁷ Sup. Sch. Laws of 1885, sec. 1, p. 4.

⁸ Sch. Laws of 1883, chap. 43, sec. 4.

⁹ *Ibid.*, chap. 43, secs. 7, 9.

¹⁰ *Ibid.*, pp. 53, 57, 60.

¹¹ *Ibid.*, chap. 42, sec. 1.

State aid is also given to county associations of teachers holding an annual meeting of not less than one day; and aid is given, subject to approval of the board of education, to the Massachusetts State Teachers' Association.¹

EDUCATION OF DEFECTIVE, DEPENDENT, AND DELINQUENT CHILDREN.

With the approval of the State board of education, the Governor may send such deaf-mutes, or deaf children, as he may deem fit subjects for education, at the expense of the State, for a term not exceeding ten years to the American Asylum at Hartford, or to the Clark Institution for Deaf-Mutes at Northampton, or to any other school for deaf-mutes in the Commonwealth as the parents or guardians may prefer.²

The board of education has the same supervision over the admission and instruction of pupils in the Perkins Institution for the Blind and Massachusetts School for the Blind, that it exercises over the instruction of deaf-mutes and deaf children.³

Every town must make all needful provisions and arrangements concerning habitual truants, and children between 7 and 15 years of age, who may be found wandering about in the streets, or public places therein, having no lawful occupation or business, and not attending school, and must provide suitable places for the confinement, discipline, and instruction of such children.⁴

Three or more cities or towns in each of two, three, or four contiguous counties may establish union truant schools.⁵

Each town may, and every town containing 5,000 or more inhabitants must, make all needful provisions and arrangements for the care and education of neglected children under 16 years of age.⁶

The Massachusetts "Society for the Prevention of Cruelty to Children" may be appointed guardian of destitute, abandoned, and abused children under 14 years of age, for such time as seems fit to the judge of the probate court making the appointment.⁷

EDUCATION IN HIGHER AND PROFESSIONAL STUDIES.

Every town may, and every town of 500 families or householders must, in addition to the "public schools," maintain a high school; or two adjacent towns having each less than 500 families or householders, may establish such high school.⁸

Any town may, and every city and town having more than 10,000 inhabitants must, annually, make provision for giving free instruction in industrial or mechanical drawing, to persons over 15 years of age, in either day or evening schools, under the direction of the school committee.⁹

A town may maintain, at the option of the school committee, one or more schools for training young men or boys in nautical duties; boys attending such schools may be excused from attendance on other schools.¹⁰

TEXT-BOOKS; HOW SELECTED.

The books to be used in the public schools are selected by the school committee, who also prescribe, as far as is practicable, the course of studies and exercises.¹¹

The school committee of every city and town must purchase, at the expense of such city or town, text-books and other school supplies used in the public schools; said text-books and supplies to be lent to the pupils of said public schools free of charge.¹²

LOCAL SUPERVISION.

Every town must, annually, choose a school committee, who shall have the general charge and superintendence of all the public schools in the town. This committee may consist of any number of persons divisible by three; one-third of these to be elected annually, and to continue in office 3 years. No person is ineligible to serve upon a school committee by reason of sex.¹³

School committees, when deemed advisable by a majority of their own members, or when directed by city ordinance or town vote, may appoint superintendents of schools.¹⁴

Two or more towns may, by a vote of each, form a district and employ a superintendent, to be annually appointed by a joint committee.¹⁵

SCHOOL-HOUSES.

Every town not divided into school districts must provide and maintain a sufficient number of school-houses, properly furnished and conveniently located for the accommodation of all the children therein entitled to attend the public schools; and the school committee, unless the town otherwise directs, must keep such houses in good order and must procure a suitable place for schools where there is no school-house,

¹ Sch. Laws of 1883, chap. 42, secs. 4, 5. ⁶ Sch. Laws of 1883, chap. 48, sec. 18.

² *Ibid.*, chap. 41, sec. 16.

³ Sup. (acts), Sch. Laws of 1885, p. 1⁸.

⁴ Sch. Laws of 1883, chap. 10, sec. 10. ⁹ *Ibid.*, sec. 7.

⁵ Sup. Sch. Laws of 1885, p. 10. ¹⁰ *Ibid.*, sec. 9.

¹¹ *Ibid.*, chap. 44, sec. 23.

¹² Sup. Sch. Laws of 1885, p. 7.

¹³ Sch. Laws of 1883, chap. 44, sec. 21.

¹⁴ *Ibid.*, sec. 43.

¹⁵ *Ibid.*, secs. 44, 45.

and provide fuel and all other things necessary for the comfort of the scholars therein, at the expense of the town.¹

TEACHERS: HOW SELECTED AND PAID.

The school committee of every town (unless the town decides that the duty be performed by a prudential committee), select and contract with the teachers of the public schools, require satisfactory evidence of good moral character of all teachers who may be employed, and ascertain by personal examination their qualifications for teaching, and their capacity for the government of schools.²

Every teacher of a town or district school before opening such school must obtain from the school committee a certificate in duplicate of his qualifications;³ after filing one of these certificates with the selectmen he is entitled to receive, on demand, his wages due at the expiration of any quarter, or upon the close of any single term of service; provided he has properly filled up and completed his register, and returned the same to the school committee.⁴

LOCAL TAXES.

Towns must, annually, raise such sums of money for the support of schools as they may judge necessary, the same to be assessed and collected in like manner as other town taxes.⁵

MICHIGAN.

CONSTITUTIONAL PROVISIONS REGARDING EDUCATION.

A superintendent of public instruction shall be elected at each biennial election for the term of 2 years.⁶

The proceeds from the sale of certain Government lands granted for educational purposes, as well as from land or property given by individuals or appropriated by the State for like purposes, shall be a perpetual fund.⁷

The interest on the proceeds of escheats shall be appropriated exclusively to the support of primary schools.⁸

Provision is made for the establishment of a system of primary schools, whereby a school shall be kept without charge for tuition at least 3 months each year, in every school district in the State, and all instruction in said schools shall be conducted in the English language.⁹

Eight regents, elected by couples for a term of 8 years, constitute the body corporate known as "The regents of the University of Michigan."¹⁰

The State board of education consists of 3 members, elected singly for a term of 6 years. The superintendent of public instruction shall be, *ex officio*, a member and secretary of the board.¹¹

Institutions for the benefit of the defective classes shall always be supported.¹²

The Legislature shall provide for the establishment of an agricultural school, also for the establishment of at least one library in each township and city.¹³

ADMINISTRATION.

The school system is managed by a State superintendent of public instruction, a State board of education, a board of regents of the University of Michigan, county boards of 3 school examiners, township boards of 3 school inspectors, and district boards of 5 trustees for graded and of 3 trustees for ungraded schools.

The administration provides for graded, ungraded, and high schools, township and district-school libraries, county teachers' institutes, teachers' associations, State normal schools, university, agricultural colleges, institutes for the deaf and dumb and the blind, 2 reform schools, and public schools for dependent and neglected children.

STATE BOARD OF EDUCATION.

The functions of the State board of education are to grant diplomas to graduates of the State normal school, and State certificates to teachers; to prepare examination questions and lists of books for school libraries.¹⁴

STATE SUPERINTENDENT.

The State superintendent has general supervision of public instruction and of all State institutions, other than the university, that are essentially educational in their character; and it shall be his duty to visit these institutions, and to meet with their governing boards at least once in each year. He shall prepare annually and transmit to the Governor a report containing—

¹ Sch. Laws of 1883, chap. 44, sec. 46.

² *Ibid.*, sec. 28.

³ *Ibid.*, sec. 20.

⁴ *Ibid.*, chap. 46, sec. 15.

⁵ *Ibid.*, chap. 44, sec. 17, p. 25.

⁶ Const., art. 8, sec. 1.

⁷ *Ibid.*, sec. 2.

⁸ *Ibid.*, sec. 3.

⁹ *Ibid.*, sec. 4.

¹⁰ *Ibid.*, secs. 6, 7.

¹¹ *Ibid.*, sec. 9.

¹² *Ibid.*, art. 8, sec. 10.

¹³ *Ibid.*, art. 8, secs. 11, 12.

¹⁴ Gen. Sch. Laws, secs. 125, 164, 166, 167.

1. A statement of the condition of the university and of each of the several State educational institutions, of all incorporated institutions of learning, and of the primary, graded, and high schools.

2. Estimates and amounts of expenditures of all educational funds.

3. Plans for the management of such funds, and, if needed, plans for the better organization of the educational system.

4. The annual reports and accompanying documents of State educational institutions.

5 Abstracts of the annual reports of the school inspectors of townships and cities.

6. All such other matters as he shall deem expedient.¹

He shall also publish and transmit laws and forms to officers (sec. 3), make apportionment of primary-school fund (secs. 4-6), deliver official books, &c., to successor (sec. 7), prescribe forms of teachers' certificates (sec. 129), prescribe rules for boards of examiners (sec. 130), hold county institutes annually (sec. 157), may appoint conductors of teachers' institutes (sec. 158), shall draw on the State treasurer for expenses of State teachers' institutes (sec. 161), and send examination questions to examining officers (sec. 167).

STATE FUND.

The "primary-school interest fund" having been apportioned by the State superintendent, is distributed by warrants from the auditor-general, drawn upon the State treasurer in favor of each county treasurer, who disburses to the townships and cities respectively.²

The respective shares of this fund are forfeited by all districts in which the length of time the school has been taught falls short of 3 months.

In more populous districts the limit is 5 months, and in the most populous districts, schools must be maintained not less than 9 months in the year, under penalty of forfeiting their interest in this fund.³

No moneys received from the primary-school interest fund shall be appropriated for any purpose except the payment of teachers' wages, and not even then, if the teacher has not received a legal certificate of qualification. Neither shall such moneys be used for the support of any school of a sectarian character.⁴

COUNTY BOARD OF SCHOOL EXAMINERS.

The chairmen of the boards of school inspectors of the several townships in each county having elected 3 school examiners for the county, 1 to hold office for a year, 1 for 2 years, and 1 for 3 years, they shall annually thereafter elect 1 school examiner for 3 years.⁵

It shall be the duty of the board of examiners and the chairmen of the boards of school inspectors of the several townships, to hold each year, a joint meeting at the county seat, to consult and advise with reference to the more efficient supervision of the schools and teachers under their charge.⁶

The secretary of the county board of school examiners shall visit any school in the county, and examine into its condition whenever he shall receive notice that said school is not profitably conducted, and report the result of his investigations to the board. He may also call a special meeting of the board, for the purpose of suspending or revoking the certificate of said teacher and citing him to appear before said meeting.⁷

COUNTY CLERK AND TREASURER.

It shall be the duty of each county clerk to receive all such communications, blanks, and documents as may be directed to him by the State superintendent, and to dispose of them in the manner directed.⁸

He shall, immediately after receiving the annual reports of the several boards of school inspectors, examine into the correctness of such reports, and when necessary, shall require the same to be amended; he shall then indorse his approval upon them and immediately transmit one copy of these duplicate reports to the State superintendent, and the other copy he shall file in his office.⁹

The several county treasurers shall apply for and receive the moneys apportioned to their respective counties, and shall immediately give notice to the treasurer and clerk of each township in his county of the amount of school moneys apportioned to his township, and hold the same subject to the order of the township treasurer.¹⁰

TOWNSHIP BOARD.

Each township having elected 1 school inspector to serve a year, and 1 to serve 2 years, they shall thereafter, on the first Monday in April annually, elect 1 inspector for 2 years; also 1 township clerk and 1 supervisor, each for 1 year.¹¹

¹ Gen. Sch. Laws, sec. 1.

² *Ibid.*, sec. 4.

³ *Ibid.*, sec. 27.

⁴ *Ibid.*, sec. 33.

⁵ *Ibid.*, sec. 123.

⁶ *Ibid.*, sec. 132.

⁷ *Ibid.*, sec. 134.

⁸ *Ibid.*, sec. 75.

⁹ *Ibid.*, sec. 76.

¹⁰ *Ibid.*, sec. 77.

¹¹ *Ibid.*, secs. 151, 152, 153.

Any female above the age of 20 years, having resided in the State 3 months and in the township 10 days next preceding any election, shall be eligible to the office of school inspector.¹

The school inspectors of each township, together with the township clerk, shall constitute the township board of school inspectors, said board shall elect 1 of the inspectors chairman of the board, and the township clerk shall be the clerk thereof.²

The chairman of said board shall be the treasurer thereof, and shall give bond for double the amount of money handled, with two sufficient sureties.³

The whole number of meetings of the board of school inspectors at the expense of the township during any one year shall not exceed 8. Further meetings may be held in case of necessity, but without expense to the township.⁴

TOWNSHIP CLERK.

The township clerk keeps a record of all the proceedings of the board of inspectors and prepares all of their reports.⁵

He shall cause a map to be made of his township, showing the boundaries and numbers of districts, and parts of districts as established by the inspectors.⁶

He certifies all assessments for school purposes, apportions school moneys received from county treasurer, as well as all moneys raised by township tax or received from other sources for the support of schools.⁷

TOWNSHIP SUPERVISOR AND TREASURER.

It shall be the duty of the supervisor of the township to assess the taxes voted by every school district in his township, and the same shall be collected and returned by the township treasurer.⁸

He shall also assess, upon the taxable property of his township, 1 mill upon each dollar of the valuation thereof in each year. Such portion of this tax as a majority of the electors may decide shall be applied for the purchase of books for the township library, and the remainder shall be apportioned for the support of district schools.⁹

DISTRICT BOARDS AND OFFICERS.

At the first meeting in each school district there shall be elected by ballot a moderator for the term of 3 years, a director for 2 years, and an assessor for 1 year; regularly thereafter, at the annual meetings, their successors shall be elected for a term of 3 years each.¹⁰

The moderator, director, and assessor shall constitute the district board. Two members form a quorum and meetings may be called by any member serving a written notice upon the others, at least twenty-four hours previous to the meeting.¹¹

DISTRICT BOARD.

The district board has power to purchase property, to build, to hire or to lease as may be necessary.¹²

The board estimates the amount of tax for support of schools, which, including the district's share of the primary-school interest fund and the 1-mill tax, shall not exceed the sum of \$50 for a school month, and the board shall report such taxes to the township clerk.¹³

The board hires teachers, has the care and custody of all school property, specifies studies, and prescribes text-books; purchases books for poor children, establishes and enforces rules for the school, and may suspend or expel disorderly pupils.¹⁴

It is the duty of the moderator to preside at all meetings of the district and of the board; to countersign warrants and orders; to bring suit on the assessor's bond, and to perform any other duties that may be required by law.¹⁵

The director is to act as clerk at all meetings of the district and of the board, to give notices of meetings, to draw and sign warrants and orders, to draw and sign contracts, to provide appendages and keep school-house in repair, to keep an accurate account of all his expenses as director, to present estimates to the annual meeting of the district, to preserve records and documents, and such other duties as shall be required of him.¹⁶

The director, or such other person as the district board may appoint, takes a school census every year.¹⁷

He shall also report annually to the board of school inspectors, showing—

1. The whole number of school children in the district.
2. The number attending school during the year under 5, and the number over 20 years of age.

¹ Gen. Sch. Laws, sec. 154.

² *Ibid.*, sec. 53.

³ *Ibid.*, sec. 54.

⁴ *Ibid.*, sec. 53.

⁵ *Ibid.*, sec. 59.

⁶ *Ibid.*, sec. 61.

⁷ *Ibid.*, secs. 62, 63, 64.

⁸ *Ibid.*, sec. 65.

⁹ *Ibid.*, sec. 66.

¹⁰ *Ibid.*, sec. 23.

¹¹ *Ibid.*, sec. 33.

¹² *Ibid.*, sec. 35.

¹³ *Ibid.*, secs. 36, 37.

¹⁴ *Ibid.*, secs. 40, 41, 42, 43, 44.

¹⁵ *Ibid.*, sec. 47.

¹⁶ *Ibid.*, sec. 43.

¹⁷ *Ibid.*, sec. 49.

3. The number of non-resident pupils for the year.
4. The whole number in attendance.
5. The length of time the school has been taught during the year by a qualified teacher and the wages paid for teaching.
6. The average length of time scholars between 5 and 20 years of age attended school during the year.
7. The amount of money received from the township treasurer.
8. The amount of money raised by the district and how used.
9. The kind of books used in the school.
10. And such other facts in regard to schools as the State superintendent shall require.¹

The assessor is to file a bond with the director for double the amount handled, with two sufficient sureties, to pay the proper orders of the director, to keep a record of receipts and disbursements, to make an annual report to the district board, to appear for the district in suits in which he has no adverse interest, and to perform such other duties as may be required.²

SCHOOL DISTRICTS.

The township board of school inspectors shall divide the township into school districts, and may regulate and alter the boundaries thereof; but no district shall contain more than 9 square miles of land, and this shall be composed of contiguous and compact territory.³

Every school district properly organized shall be a body corporate, by the name and style of "School District Number — of —" township or townships.⁴

The qualified voters in any district may vote such taxes as the meeting shall deem sufficient for acquiring sites or school-houses; but the amount of taxes to be raised in any district in the same year that any bonded indebtedness is incurred shall not exceed, in districts containing less than 10 children of pupil age, \$250; in districts having between 10 and 30 of such children, \$500; and between 30 and 50 children, \$1,000.

They may appropriate any surplus from the 1-mill tax, after having maintained a school in the district at least 8 months in the school year, for the purpose of purchasing and enlarging school sites, or for building or repairing school-houses, or for purchasing books for library or school apparatus, or for any incidental expenses of the school.⁵

Any school district, by a two-thirds vote of the qualified electors, may borrow money for school purposes and may issue bonds therefor, as follows:

Districts having less than 30 children may contract a debt not to exceed \$300; districts having 30 children, a debt not to exceed \$500; 50 children, \$1,000; 100 children, \$3,000; 200 children, \$8,000; 300 children, \$15,000; 400 children, \$20,000; 500 children, \$25,000; 800 children, \$30,000. In no case shall the indebtedness extend beyond 10 years.⁶

Any district may vote a tax to redeem the bonds, or may borrow money to pay bonds and issue further bonds.⁷

GRADED-SCHOOL DISTRICTS.

Any school district containing more than 100 children between the ages of 5 and 20 may, by a two-thirds vote of the qualified electors, organize as a graded-school district; and, having also elected one trustee for 1 year, and two trustees for 2 years, and two more for 3 years, they shall annually thereafter elect a successor or successors.⁸

It shall be the duty of the board of trustees of any graded-school district—

1. To classify and grade the pupils.
2. To establish in such district a high school, when so ordered by a vote of the electors, to determine qualifications for admission thereto, and the fees for tuition.
3. To audit and pay the director's accounts.
4. To employ teachers, to determine the amount of their compensation, and to require the director and moderator to make contracts with the same.
5. To employ such officers and servants as may be necessary for the management of the schools and school property, prescribe their duties and fix their compensation, and to perform such other duties as are required of district boards in other school districts.⁹

Two or more contiguous districts having, together, more than 100 children of pupil age, can unite and form a graded-school district.¹⁰

TOWNSHIP LIBRARIES.

A township library is maintained in each organized township, which shall not be subject to sale or alienation from any cause whatever.¹¹

¹ Gen. Sch. Laws, sec. 50.

⁵ *Ibid.*, sec. 27.

⁹ *Ibid.*, sec. 109.

² *Ibid.*, sec. 52.

⁶ *Ibid.*, sec. 78.

¹⁰ *Ibid.*, sec. 111.

³ *Ibid.*, sec. 8.

⁷ *Ibid.*, secs. 80 and 81.

¹¹ *Ibid.*, sec. 112.

⁴ *Ibid.*, sec. 14.

⁸ *Ibid.*, sec. 107.

All persons who are residents of the township are entitled to the privileges of said library.

When, however, there is a district library, the persons residing within the boundaries thereof shall be entitled to the privileges of the district-school library only.¹

The township board of school inspectors has charge of the library, applies for and receives all moneys appropriated, purchases the books and procures the necessary appendages for the library.²

DISTRICT LIBRARIES.

Any school district having a school census of not less than 100 children, by a two-thirds vote, may establish a district library, and such district shall be entitled to its just proportion of books from the library of any township in which it is wholly or partly situated, and also to its equitable share of library moneys from the township.³

The district school board shall have charge of the district library, and its duties, responsibilities, and provision of money shall be the same as are those of the school inspectors in relation to the township library.⁴

A failure to report library statistics to the State superintendent, or the misuse of library funds, works a forfeiture of the apportionment in favor of other townships and districts of the county, unless the boards report that the public will be better served by using said money for general school purposes, in which case no forfeiture shall occur.⁵

The clear proceeds of penal fines shall be exclusively applied to the support of the township and district libraries, unless in any township the board shall determine to use such moneys for general school purposes.⁶

The qualified voters of each township may levy a tax for the support of libraries.⁷

The district board may donate or sell district-library books, which shall form there-
after a part of the township library.⁸

It shall be the duty of the State board of education to make a list of books that are not sectarian or partisan in character, to advertise for proposals, and to contract with bidders to furnish books to the townships or districts ordering them.⁹

TEACHERS.

No part of the moneys devoted to teachers' wages shall be paid to any teacher who shall not have received a certificate of qualification from proper legal authority before the commencement of his school.¹⁰

The written contract with teacher shall specify the wages agreed upon, shall require the teacher to keep a correct list of the pupils and the age of each, and the number of days each is present, and to furnish the director with a correct copy of the same at the close of the school.¹¹

TEACHERS' INSTITUTES.

The annual fee of \$1, collected by boards of examiners from each male applicant for a teacher's certificate and of 50 cents collected from each female applicant, is paid into the county treasury and set apart as a teachers'-institute fund.¹²

The State superintendent shall annually appoint a time and place in each organized county, for holding a teachers' institute. If the county contains less than 1,000 children of pupil age, the institute shall be optional with the superintendent, unless requested by 15 teachers of that county. Teachers in adjoining counties may unite in such request, and the superintendent may hold an institute for the benefit of two or more adjoining counties and draw the institute fund from each.¹³

Teachers can close school to attend the institute and draw their full wages for the interim.¹⁴

An amount not to exceed \$60 for each institute of 5-days duration shall be paid out of the State treasury, in case the county-institute fund is insufficient.¹⁵

The State superintendent is authorized to hold, yearly, a State institute, drawing upon the treasury in an amount not to exceed \$400, but the aggregate cost of institutes to the State shall not exceed in any one year \$1,800.

TEACHERS' ASSOCIATIONS.

Any 15 or more teachers or other persons residing in this State, who shall associate for the purpose of promoting education and science and improvements in the theory and practice of teaching, may form themselves into a corporation, under such name as they may choose, having published for one month previous a notice of the time, place, and purpose of the meeting for such association, and having filed in the office of the secretary of State a copy of the constitution and by-laws of said association.¹⁶

¹ Gen. Sch. Laws, sec. 113.

² *Ibid.*, sec. 114.

³ *Ibid.*, sec. 117.

⁴ *Ibid.*, sec. 118.

⁵ *Ibid.*, sec. 120.

⁶ *Ibid.*, sec. 122.

⁷ *Ibid.*, sec. 123.

⁸ *Ibid.*, sec. 124.

⁹ *Ibid.*, sec. 125.

¹⁰ *Ibid.*, sec. 23.

¹¹ *Ibid.*, sec. 40.

¹² *Ibid.*, secs. 155, 156.

¹³ *Ibid.*, sec. 157.

¹⁴ *Ibid.*, sec. 158.

¹⁵ *Ibid.*, sec. 160.

¹⁶ *Ibid.*, sec. 169.

Such association may possess real and personal property to the amount of \$5,000, to be used for no other purpose than the legitimate business of the corporation.¹

EXAMINATION OF TEACHERS.

The county board of school examiners holds two regular public examinations in each year at the county seat. It also holds special public examinations, not exceeding one for every 25 school districts.²

The board grants certificates to teachers of good moral character, learning, and ability to instruct and govern a school; but not until they have passed a satisfactory examination in orthography, reading, writing, grammar, geography, arithmetic, theory and art of teaching, United States history, civil government, together with physiology and hygiene, with particular reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system.³

The board grants 3 grades of certificates. The first is granted to those who shall have taught at least one year with ability and success, and is valid in the county for 3 years.

The second is granted only to those who shall have taught at least 6 months with ability and success, and is valid for 2 years. The third-grade certificate authorizes the holder to teach in the county for one year. Special certificates may be issued by the secretary of the board of examiners for a specified district; but not to continue in force beyond the time of the next meeting of the board.⁴

The board may suspend or revoke any certificate for cause, though not without a personal hearing, unless the teacher neglect or refuse to appear before the board.⁵

NORMAL-SCHOOL DIPLOMAS.

All graduates of the State normal school who have completed the full course of instruction shall receive diplomas from the State board of education.⁶

Every graduate receiving such diploma shall also receive a certificate from the normal-school board of instruction, which shall serve as a legal certificate of qualification to teach in any of the schools of the State. Such certificate can only be annulled by the normal-school board, but its effect may be suspended for cause in any county, township, city, or district.

STATE CERTIFICATES.

The State board of education holds regular meetings, at which it grants State certificates to such teachers as are found to possess eminent scholarship, professional ability, and good moral character. Said certificate entitles the holder to teach in any of the schools of the State and shall be valid for the term of 10 years, unless annulled by said board. The examiner's fee is \$5.⁷

This board also prepares questions suitable for the examination of teachers for the various grades of certificates provided by law, and these are distributed by the State superintendent.⁸

The members of this board receive \$3 per day and traveling expenses while actually engaged in the duties of their office.⁹

SCHOOLS.

The annual meeting of each school district shall be held on the first Monday of September in each year, and the school year shall commence on that day.¹⁰

A school month within the meaning of the school laws shall consist of 4 weeks of 5 days in each week, unless otherwise specified in the teacher's contract.¹¹

No separate school or department shall be kept for any persons on account of race or color.¹²

Non-resident pupils may attend a district school by paying a tuition determined by the district board.¹³

Any pupil guilty of gross misdemeanor or persistent disobedience may be suspended or expelled by the district board, whenever the interest of the school shall be advanced thereby.¹⁴

A census of all the children in the district between the ages of 5 and 20 years shall be made within 10 days next previous to the beginning of the school year.¹⁵

COMPULSORY ATTENDANCE.

Every parent, guardian, or other person having control of any child between the ages of 8 and 14 years, is required to send such child, or children, to a public school for at least 4 months in each school year; and 6 weeks of said attendance, at least, shall be consecutive, unless such children are excused by the district board.¹⁶

¹ Gen. Sch. Laws, sec. 170.

² Ibid., sec. 128.

³ Ibid., sec. 129.

⁴ Ibid., sec. 130.

⁵ Ibid., sec. 131.

⁶ Ibid., sec. 164.

⁷ Ibid., sec. 166.

⁸ Ibid., sec. 167.

⁹ Ibid., sec. 168.

¹⁰ Ibid., sec. 21.

¹¹ Ibid., sec. 40.

¹² Ibid., sec. 45.

¹³ Ibid., sec. 46.

¹⁴ Ibid., sec. 44.

¹⁵ Ibid., sec. 49.

¹⁶ Ibid., sec. 130.

No child under the age of 14 years shall be employed by any person, company, or corporation, unless such child shall have attended some public or private day school, at least 4 months of the 12 next preceding the month in which such child shall be so employed.¹

The district board will furnish text-books for the use of children whose parents are not able to furnish the same.²

Trauant officers are empowered to institute proceedings to carry out the provisions of this compulsory act.³

Proceedings may be instituted against the officers or agents of corporations for any violations of this act.³

REFORMATORY EDUCATION.

In all cities and villages in this State maintaining a graded school, the board of education or other authority in charge, may establish one or more ungraded schools for the instruction of juvenile disorderly persons.⁴

In all cities and villages truant officers are appointed for the enforcement of this act, whose compensation is fixed by the school boards.⁵

The following classes of persons between the ages of 8 and 16 years shall be deemed juvenile disorderly persons:

Class one. Habitual truants.

Class two. Pupils who are incorrigibly turbulent, disobedient, or insubordinate, or are vicious or immoral in conduct.

Class three. Children who are not attending any schools, and who habitually frequent streets and other public places, having no lawful business or employment which renders attendance at school impossible.⁶

The truant officers must warn alleged truants and incorrigibles as well as their parents and guardians. They shall also serve written notice upon the latter to the effect that any child belonging to class one, class two, or class three must begin regular attendance at the ungraded school.⁷

In case of refusal or neglect on the part of parents or guardians, recourse may be had to courts of jurisdiction, and on conviction, a fine of from \$10 to \$25 shall be imposed, or even a bond in the penal sum of \$100 may be required, conditioned that the child or children of such person shall attend such ungraded school. If said convicted person plead inability, under oath, the child, if a boy, may be sentenced to the Reform School at Lansing; or if a girl, to the Industrial Home for Girls, at Adrian, for a term not extending beyond the age of 16, unless sooner discharged by the proper authorities. No child under 10 years of age shall be sent to the Reform School or Industrial Home.⁸

In cases of inability, school books are provided for the pupils of said ungraded school.⁹

MINNESOTA.

ESTABLISHMENT OF PUBLIC SCHOOLS.

The Legislature shall make such provisions by taxation, or otherwise, as, with the income arising from the school fund, will secure a thorough and efficient system of public schools in each township in the State.¹⁰

All schools supported wholly, or in part, by State school funds shall be styled the public schools, and admission to them shall be free and without charge to all persons between the ages of 5 and 21 years residing in the district.¹¹

MINIMUM LENGTH OF SCHOOL YEAR.

The minimum length of the school year is three months. Four weeks of five days each constitute a school month.¹²

STATE SUPERVISION.

The State superintendent of public instruction is appointed by the Governor, by, and with the advice and consent of the senate, and holds office for two years.¹³

His duties are to apportion school money semi-annually, according to the number of pupils enrolled; to keep papers, reports, and public documents transmitted to him by county superintendents and auditors, and other sources; to meet county superintendents of each judicial district (or two or more districts combined), to discuss matters pertaining to the school system and ascertain facts regarding same; to hold institutes and training schools; to prepare and distribute blanks and registers; to report annually to the Legislature.¹⁴

¹ Gen. Sch. Laws. sec. 181.

² *Ibid.*, sec. 183.

³ *Ibid.*, sec. 185.

⁴ *Ibid.*, sec. 187.

⁵ *Ibid.*, sec. 188.

⁶ *Ibid.*, sec. 189.

⁷ *Ibid.*, secs. 190, 191.

⁸ *Ibid.*, sec. 192.

⁹ *Ibid.*, sec. 193.

¹⁰ *Ibid.*, sec. 195.

¹⁰ Const. of 1857, art. 8, sec. 3.

¹¹ Laws of 1881, sec. 1.

¹² *Ibid.*, sec. 31.

¹³ *Ibid.*, sec. 49.

¹⁴ *Ibid.*, secs. 52, 57, 75.

STATE SCHOOL FUND; HOW DISBURSED.

"The proceeds of such lands as are, or hereafter may be, granted by the United States for the use of schools within each township in this State, shall remain a perpetual school fund to the State; the principal of all such funds shall forever be preserved inviolate and undiminished."¹

The State auditor, as soon as he receives a certified copy of a semi-annual apportionment of school money of the State, draws a warrant on the State treasury, payable to the order of the State treasurer, and to be applied by him on the payments due for State taxes in semi-annual settlements, with each county named in the copy of apportionment. If the amount so apportioned to any county is larger than the amount of taxes paid to the State in such settlement, the excess of such apportionment is remitted by the State treasurer to the county treasurer.²

The county treasurer, upon the order of the county auditor, pays to the treasurers of the school districts the amounts due to said districts.³

EDUCATION OF TEACHERS.

For the education and preparation of teachers three normal schools are established. They are under the control of a board of directors (appointed by the Governor), which holds office for four years; the board prescribes the courses of study in the normal schools, appoints one teacher for each, specially qualified to give instruction in teachers' institutes, and adopts any rules and regulations necessary to the efficiency of the same; and has the power to organize, in connection with each normal school, model schools for the illustration of the best methods of teaching and government.⁴

To aid the teachers in qualifying themselves for a successful discharge of their duties, teachers' institutes are annually held in the sparsely-settled counties, each to continue at least one week; in the thickly-settled localities normal-training schools are annually conducted, each to continue not less than four nor more than six weeks.⁵

EDUCATION IN HIGHER AND PROFESSIONAL STUDIES.

The Governor, superintendent of public instruction, and the president of the University of Minnesota, *ex officio*, are constituted a board of commissioners on preparatory schools, for the encouragement of higher education in the State.

Any public graded school which gives instruction in regular courses of study, embracing all the branches prescribed as prerequisite for admission to the collegiate department of the University of Minnesota, and admits students of either sex from any part of the State, without charge for tuition, is entitled to receive aid from the State, subject, however, to the rules and regulations of the board of commissioners.⁶

The State University is established by constitution of 1857.⁷

COUNTY SUPERVISION.

County superintendents are elected biennially by the people; their duties are to examine and license teachers; visit schools; organize and conduct county teachers' institutes; encourage teachers' associations; introduce best methods of instruction; receive the reports of school-district clerks and teachers, and transmit an abstract of same to the State superintendent; distribute blank reports and circulars to teachers and clerks of the school districts. They report to the State superintendent, on or before the 20th of October in each year, the number of different scholars, between the ages of 5 and 21 years, properly enrolled in the school of each district; and on the day before the last Wednesday in each year, they file with the county auditors an abstract of the scholars enrolled within the year, together with the length of each school in months.⁸

TEXT-BOOKS.

The State contracted with Daniel D. Merrill, of St. Paul, to furnish for use in the public schools of the State, a uniform series of text-books in the following branches of study: Spelling, 1 book; reading, 4 books; arithmetic, 3 books; grammar, 2 books; geography, 2 books; history, 1 book; and such other books as may be required by the State superintendent: the quality in matter and material of the books furnished to be determined by a board appointed for that purpose. The text of such books shall be subject to revision not oftener than once in 5 years. These books are to be furnished to the State at fixed prices, and shall be supplied to the schools of the State at prices fixed by the State superintendent, and shall be used in all the public schools of the State (except those under special charters). For the purpose of carrying out the provisions of this act, the sum of \$50,000 was appropriated and set apart as a "school text-book fund."

[The question of the continuance of the text-book contract was submitted to a

¹ Const. of 1857, art. 8, sec. 2.

² *Ibid.*, sec. 77.

³ *Ibid.*, sec. 83.

⁴ Sec. 129 *et seq.*

⁵ *Ibid.*, sec. 53.

⁶ *Ibid.*, sec. 143 *et seq.*

⁷ Const., art. 8, sec. 4.

⁸ *Ibid.*, sec. 58 *et seq.*

vote of the people in 1880, and was to be again submitted to a vote in 1885. The result of the latter election has not been ascertained.]¹

LOCAL SUPERVISION.

Every common-school district has a board of 3 trustees, elected 1 each year for 3-year terms, which has general charge of the interests of schools and school-houses in the district.²

Women are allowed to vote in the elections held for the purpose of choosing school officers, or considering school measures; and are eligible to hold any office pertaining solely to the management of public schools.³

Any city, town, village, township, or school district (of 500 or more inhabitants) may be organized into an independent school district, under the management of a board of directors, 6 in number, selected one-third each year, for 3-year terms, who may elect a superintendent. This board of directors has general control and management of the schools of the district, makes rules and regulations for the government of the same, and may appoint 3 competent persons examiners of teachers; said examiners to be appointed, 1 each year, for 3-year terms.⁴

SCHOOL-HOUSES.

School-houses and libraries and apparatus are provided by order of the legal voters of the school districts.⁵

TEACHERS: HOW SELECTED AND PAID.

Any one proposing to teach common schools in the State must pass examination in orthography, reading in English, penmanship, arithmetic, grammar, modern geography, history of the United States, and the practical facts of hygiene; for the above, certificates are given, valid for 6 months or 1 year, according to grade of examination. A certificate for 2 years is granted if, in addition to the above branches, the applicant (who must have taught with success at least 3 months) passes satisfactory examination in elementary algebra, elementary plane geometry, physical geography, physiology, natural philosophy, civil government, and the theory and practice of teaching.⁶

Certificates for 6 months are valid in districts only; for 1 year and 2 years, valid for country only.⁶

Teachers who have certificates of qualification are selected and paid by the district boards of trustees or directors, with which they make written contracts, specifying the wages per month and time employed.⁷

LOCAL TAXES.

Each school district may levy a tax on the taxable property of the district sufficient to meet the conditions on which apportionments from the State school funds are made to districts, and may raise such additional amounts as the district may determine, to purchase or lease school-houses and sites.⁸ If districts neglect to vote tax for schools, the trustees may levy the tax.⁹

For the purpose of maintaining public schools, the commissioners of each county are authorized to levy an annual tax of one-tenth of 1 per cent. on the amount of the assessment made by the assessors of each township each year.

The county treasurer sets apart, for the support of schools, the proceeds of all fines for the breach of any penal law, not otherwise appropriated by law, and all moneys arising from liquor licenses, and unclaimed money arising from sale of estrays.¹⁰

All special taxes for any school purpose, in pursuance of law, shall be levied in like manner, and by the same persons as county taxes.¹¹

MISSISSIPPI.

ESTABLISHMENT OF PUBLIC SCHOOLS.

It shall be the duty of the Legislature to encourage by all suitable means the promotion of intellectual, scientific, moral, and agricultural improvement, by establishing a uniform system of free public schools, by taxation or otherwise, and shall, as soon as practicable, establish schools of higher grade. No religious sect or sects shall ever control any part of the school or university funds of the State.¹²

Separate school districts are established for the two races.¹³

No school district can contain less than 12 square miles, nor less than 45 educable children, except where too great distance or impassable obstructions would debar

¹ Const., art. 8, sec. 156 *et seq.*

² *Ibid.*, sec. 23.

³ *Ibid.*, sec. 13.

⁴ *Ibid.*, sec. 94, *et seq.*

⁵ Laws of 1881, sec. 19.

⁶ *Ibid.*, sec. 66.

⁷ *Ibid.*, secs. 31, 111.

⁸ *Ibid.*, sec. 19.

⁹ *Ibid.*, sec. 21.

¹⁰ *Ibid.*, sec. 84.

¹¹ *Ibid.*, sec. 30.

¹² Const. of 1868, art. 9, secs. 1, 9.

¹³ Laws of 1886, sec. 40.

children from school privileges, in which case a district containing not less than 20 children may be established. Where it is necessary, adjacent portions of 2 counties may form a line school district.¹

Any incorporated town of 750 or more inhabitants may constitute a separate school district, if the mayor and aldermen so elect.²

LEGAL SCHOOL POPULATION.

The legal school age is from 5 to 21 years.³

The principal teacher in each school district is required by the county superintendent to keep in the register of the school a record of the names, ages, and sex of all the educable children in the district; the same to be examined and approved by the local trustees, and by the resident member of the county school board.⁴

MINIMUM LENGTH OF SCHOOL YEAR.

One or more public schools must be maintained in each school district at least four months in each year; any school district failing to do so, forfeits its share of the school money for that year.⁵

Twenty days constitute a school month.⁶

PRESCRIBED STUDIES.

The following studies constitute the curriculum of the common schools of the State: Spelling, reading, practical and mental arithmetic, geography, English grammar and composition, United States history, elements of natural philosophy, and elements of physiology.⁷

STATE SUPERVISION.

The State superintendent of public education is elected by the people quadrennially. The State board of education consists of the secretary of State, the attorney-general, and the State superintendent.

The State superintendent has general supervision of the common schools and the educational interests of the State, and performs such other duties as shall be prescribed by law.

The State board of education has charge of the common-school fund, appoints and suspends county superintendents, decides appeals, audits claims against the common-school fund, determines the contingent expenses of the superintendent's office, and regulates all matters arising in the practical administration of the free public-school system which are not otherwise provided for.⁸

STATE TAX.

The Legislature may levy a poll-tax, not to exceed \$2 a head, in aid of the school fund, and for no other purpose.⁹

The Legislature shall also, from time to time, as may be necessary, provide for the levy and collection of such other taxes as may be required to properly support the system of free schools. And all school money is divided, pro rata, among the children of school age.¹⁰

STATE SCHOOL FUND.

The State constitution of 1863, as amended in 1875, declares that "the proceeds of lands now belonging to the State, granted by the United States, and of the lands known as swamp lands (except the swamp lands situated on Pearl River in the counties of Hancock, Marion, Lawrence, Simpson, and Copiah), all moneys paid as an equivalent for persons exempt from military duty and the funds arising from the consolidating of the Congressional township funds and the lands belonging thereto, together with all the moneys donated to the State for school purposes, shall be securely invested in United States bonds, and remain a perpetual fund, the interest of which shall be inviolably appropriated for the support of free schools; and that all proceeds of lands now or hereafter vested in the State by escheat or purchase, or forfeiture for taxes, and the clear proceeds of all fines collected in the several counties for any breach of the penal laws, and all moneys received for licenses granted under the laws of the State for the sale of intoxicating liquors or keeping of dram shops, shall be collected in legal currency of the United States and paid into the treasury to be distributed, pro rata, among the educable children of the State in the manner provided by law."¹¹

When the amount of school fund in the State treasury in any fiscal year does not, in the aggregate, amount to \$300,000, exclusive of the Chickasaw or other special funds, then the State treasurer shall transfer from the general fund to the common-

¹ Laws of 1886, sec. 41.

² *Ibid.*, sec. 42.

³ Const., art. 10, sec. 1.

⁴ Laws of 1866, sec. 35.

⁵ *Ibid.*, sec. 5.

⁶ *Ibid.*, sec. 6.

⁷ Laws of 1886, sec. 48.

⁸ Const. of 1868, art. 10, secs. 2, 3; also Laws of 1886, sec. 3 *et seq.*

⁹ *Ibid.*, sec. 7.

¹⁰ *Ibid.*, sec. 10.

¹¹ *Ibid.*, sec. 6, as amended in 1875.

school fund a sufficient amount to make the school fund \$300,000, and this sum is distributed by the auditor among the several counties.¹

All school money is distributed in July and January of each year, or as soon thereafter as practicable, by the auditor, by warrants on the treasury payable to the county treasurers, and all distributions (as before stated) are made, pro rata, according to the number of educable children in each county.¹

EDUCATION OF TEACHERS.

Institutes are held in each county the first three Saturdays in each scholastic month for the improvement of teachers in their qualifications and methods of teaching. Separate institutes are held for the two races, and each has a just proportion of institute days. These institutes are managed according to instructions sent out by the State superintendent.²

EDUCATION IN HIGHER AND PROFESSIONAL STUDIES.

The Agricultural and Mechanical College apportions its scholarships among the several counties of the State in proportion to the number of white educable children in each.

COUNTY SUPERVISION.

The county superintendent of education is appointed by the State board of education, by and with the advice and consent of the senate, and his term of office is 2 years.³

Before any person can be appointed county superintendent he must procure a certificate from the board of examiners, appointed in each county for that purpose, one by the judge of the circuit court, one by the chancellor of the district, and one by the board of supervisors of each county. This board of examiners, whose term of office is 4 years, examines all persons desiring to be appointed county superintendent, first, as to educational qualifications, which must not be inferior to those required of a first-grade teacher; second, as to habits and moral character; third, as to executive ability. If such examination is satisfactory a certificate so stating is given. The State board cannot appoint any one to be county superintendent who does not submit such certificate with his application for appointment, except in cases where no board of examiners was appointed, or where said board failed, neglected, or refused to hold examinations.⁴

The county superintendent examines and verifies accounts of teachers for their monthly salary; issues pay certificates; makes annual report to the board of supervisors, mayor, and aldermen of any incorporated city or town constituting a separate school district; selects and employs teachers for public free schools where the trustees fail to make the selection two weeks before the time appointed for the beginning of the session; makes an annual report to the State superintendent and such special reports as may be required by him or by the State board of education; reports also monthly, and annually, to the county supervisors; visits schools; holds teachers' institutes; examines teachers; grants and revokes teachers' certificates, and performs such other duties as may be required of him by the laws of the State or the rules and regulations of the board of education or State superintendent.⁵

The county school board is appointed biennially, by the county superintendent and the board of supervisors, and consists of one member from each supervisor's district. This board, presided over by the county superintendent, meets annually in August, and locates the school districts and establishes the schools of the county for the next scholastic year.⁶

LOCAL SUPERVISION.

The patrons of each school elect, annually, 3 trustees, 2 of whom must be resident patrons of the school, and the third a resident of the school district, who select and recommend teachers for their respective schools, look after the local interests of the schools and visit the same; protect the school property, settle difficulties between teachers and pupils, and make such further provisions for the comfort and welfare of pupils as may seem fit.

In incorporated towns the trustees are elected by the mayor and aldermen.⁷

TEACHERS: HOW SELECTED AND PAID.

Teachers are selected by the school trustees, but before entering upon their duties they must sign duplicate contracts, prescribed by the regulations of the State board.⁸

Upon the presentation of a pay certificate for services rendered as teacher, duly attested by the county superintendent, the clerk of the board of supervisors, or the town clerk, as the case may be, issues his warrant upon the treasury for the amount due, which is paid by the county treasurer.⁹

¹ Laws of 1886, sec. 70.

² *Ibid.*, sec. 23 *et seq.*; act of Leg. approved March 8, 1882.

³ Const., art. 10, sec. 4.

⁴ Laws, sec. 10.

⁵ *Ibid.*, sec. 12 *et seq.*

⁶ *Ibid.*, sec. 38 *et seq.*

⁷ *Ibid.*, sec. 36.

⁸ *Ibid.*, secs. 37, 64.

⁹ *Ibid.*, secs. 5, 72.

No teacher shall be elected by the trustees who has not obtained a license for the scholastic year in which the school is to be taught.¹

LOCAL TAXES.

It is the duty of the supervisors of each county to levy on the taxable property of such county, an annual tax of 3 mills or more on the dollar, to make up any deficiency in the aggregate amount of common-school funds, arising from other sources, necessary to maintain the public free schools of the county during the time required by law.²

A city or town, constituting a separate school district, has the power to levy and collect a tax for the erection or repair of its school buildings;³ and its mayor and aldermen must annually levy a tax sufficient to maintain the public free schools of such city or town, and pay for fuel and other necessities for the same during the scholastic year.⁴

MISSOURI.

ESTABLISHMENT OF PUBLIC SCHOOLS.

"The General Assembly shall establish and maintain free public schools for the gratuitous instruction of all persons in this State between the ages of 6 and 20 years."⁵

"Separate free public schools shall be established for the education of children of African descent."⁶

Each county is subdivided into school districts,⁷ and any city, town, or village, may be organized into a single school district.⁸

Neither the General Assembly nor any county, city, town, township, school district, or other municipal corporation, shall ever make any appropriation, or pay from any public fund whatever, anything in aid of any religious creed, church, or sectarian purpose, or to help to support or sustain any institution of learning controlled by any religious creed, church, or sectarian denomination whatever; nor shall any grant or donation of personal property or real estate ever be made by the State, or any county, city, or other municipal corporation, for any religious creed, church, or sectarian purpose.

LEGAL SCHOOL POPULATION: HOW AND WHEN ASCERTAINED.

It is the duty of the directors of each school district and of the school boards of cities to make, between the 31st of May and 15th of June, each year, an enumeration of the names of the resident white and colored youths (noting them separately) between the ages of 6 and 20 years, and forward lists of same to the county commissioner, by whom they are forwarded to the State superintendent.⁹

MINIMUM LENGTH OF SCHOOL YEAR.

The minimum length of the school year is 3¹⁰ or 4 months. The school day consists of 6 hours; the school week, 5 days; the school month, 4 weeks.¹¹

STATE SUPERVISION.

The supervision of instruction in the public schools is vested in a board of education, consisting of the superintendent of public schools, the Governor, the secretary of State, and the attorney-general.¹²

The board has general supervision of the entire educational interests of the State; invests and has care of the State school funds, and reports biennially, to the General Assembly.¹³

The State superintendent, elected quadrennially by the people, visits Congressional districts, spending 5 days in each annually; delivers lectures; apportions school money among the counties; construes school law; is regent of State normal schools; receives reports and statistics; has authority to examine and license teachers, and reports, annually, to the Legislature or Governor.¹⁴

STATE SCHOOL FUND.

The proceeds of all lands granted by the United States to the State (not otherwise appropriated); all moneys, stocks, bonds, lands, or other property belonging to any fund for educational purposes, except wherein the rights of counties, districts, cities, or towns would be infringed; the net proceeds of the State tobacco warehouse; all sales of property which may accrue to the State by escheat, or for sale of estrays, or for unclaimed dividends or distributive shares of estates of deceased persons, or from

¹ Laws of 1886, sec. 49.

² *Ibid.*, sec. 75.

³ *Ibid.*, sec. 47.

⁴ *Ibid.*, sec. 76.

⁵ Const. of 1875, art. 11, secs. 1, 11.

⁶ *Ibid.*, sec. 3.

⁷ Sch. Laws, sec. 2021.

⁸ *Ibid.*, 7142.

⁹ *Ibid.*, secs. 7049, 7084.

¹⁰ *Ibid.*, sec. 7122.

¹¹ *Ibid.*, secs. 7031, 7064.

¹² Const. 1875, art. 11, sec. 4.

¹³ Sch. Laws, secs. 7090, 7094.

¹⁴ *Ibid.*, secs. 7122, 7133, 7139,

7140.

ines, penalties, and forfeitures; any proceeds of the sales of public lands which may have been, or may be paid to the State, if Congress consents to such appropriation; all grants made to the State and not otherwise appropriated by the terms of the grant, constitute the State school fund; the income of which, together with 25 per cent. of the State revenue, is annually applied to the support of public schools and the State university.¹

The school money is annually apportioned in July by the State superintendent among the different counties, upon the enumeration and returns made to his office, and the amounts are certified by him to the State auditor and to the county clerks; which amounts, so apportioned, the county treasurers retain in their respective county treasuries from the State funds; these amounts, together with all other money for the use of schools in each county, are annually apportioned among the several districts by the county clerks.²

EDUCATION OF TEACHERS.

For the purpose of training teachers, 3 normal schools are established, each under the control of a board of regents,³ and a normal department is established in Lincoln Institute, Jefferson City, for colored teachers; provided the trustees of the school certify under oath, that they hold in trust buildings and grounds valued at not less than \$15,000.⁴

Normal institutes may be held by the county commissioner of each county; and, as soon as established, must be attended by each and every teacher if possible.⁵

In city, town, and village school districts, high schools are provided in which studies, not provided for in the primary schools, may be pursued.⁶

The University of Missouri is established by constitution, as before mentioned.¹

COUNTY SUPERVISION.

A county commissioner of public schools for each county is elected by the people every 2 years. He examines teachers, condenses and returns to the State superintendent the educational statistics of the county as reported by its officers to him; supplies school officers with the law, and blanks for reports; examines and licenses teachers, and performs such other duties as may be required by the State superintendent.⁷

The county court has control and jurisdiction of the school funds of the several townships in the county.⁸

LOCAL SUPERVISION.

The government and the control of district schools are vested in a board of directors, 3 in number, who are elected for 3-year terms by the qualified voters of the district,⁹ but in city, town, or village districts, there are 6 directors who hold their office for 3 years.¹⁰

SCHOOL-HOUSES.

School-houses are erected and furnished by order of the qualified voters of a district; and the board of directors has charge of the same and of other property belonging to the district, except such as may be specially confided to the district clerk.¹¹

OTHER SCHOOL PROPERTY.

The school directors provide the necessary globes, maps, and other apparatus for the school-room.¹²

Books for a district library may be bought by order of the voters of the school district; in cities, by the board of directors or education.¹³

TEACHERS: HOW SELECTED AND PAID.

Teachers who are legally qualified are employed by the board of directors.¹⁴

No person is granted a certificate to teach in any of the public schools who is not of good moral character, and qualified to teach orthography, reading, penmanship, arithmetic, English grammar, modern geography, history of the United States, and civil government. After September 1, 1886, no certificate will be granted unless applicant pass satisfactory examination also in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants, and narcotics generally upon the human system.¹⁵

Teachers are paid by the county treasurer, upon the order of the board of directors, by warrants signed by the president of the board and countersigned by the district clerk.¹⁶

¹Sch. Laws of 1881, sec. 7095; also see Const., art. 11, sec. 6.

²Sch. Laws, sec. 7122, 7123.

³Ibid., sec. 7155.

⁴Ibid., secs. 7176, 7178.

⁵Ibid., secs. 7180, 7186.

⁶Ibid., sec. 7146.

⁷Ibid., secs. 7081, 7083, 7084.

⁸Ibid., sec. 7107.

⁹Ibid., sec. 7040.

¹⁰Ibid., sec. 7143.

¹¹Ibid., secs. 7031, 7044.

¹²Ibid., sec. 7044.

¹³Ibid., secs. 7031, 7147.

¹⁴Ibid., sec. 7046.

¹⁵Ibid., sec. 7077.

¹⁶Ibid., sec. 7071.

LOCAL TAXES.

The qualified voters of any school district may levy such tax as they may deem sufficient to purchase site, erect school-house thereon, and furnish the same, such tax not to exceed in any one year 1 per cent. in cities, towns and villages, and sixty-five hundredths of 1 per cent. in other districts.¹

Boards of education are authorized to make estimates for a tax not to exceed two-fifths of 1 per cent. on all the taxable property of the school district, said tax to constitute a sinking fund for the redemption of any outstanding bonds of such district,² and are also authorized to make an estimate for the levy of a tax to pay the annual interest on all bonds of the district.³

NEBRASKA.

ESTABLISHMENT OF PUBLIC SCHOOLS.

"The Legislature shall provide for the free instruction in the common schools of this State of all persons between the ages of 5 and 21 years."⁴

No sectarian instruction shall be allowed in any school or institution supported wholly, or partly, by the public funds set apart for educational purposes; nor shall the State accept any grant, conveyance, or bequest of money, lands, or other property to be used for sectarian purposes.⁵

Every organized county is divided into school districts,⁶ but each corporate city of more than 1,500 inhabitants constitutes one school district.⁷

LEGAL SCHOOL POPULATION.

An annual census of all resident persons of school age, as above specified, is taken by the district school director or boards of education. A certified copy of such list is sent from each district to the county superintendent,⁸ who reports the total number of pupils in the county, so enumerated, to the State superintendent.⁹

MINIMUM LENGTH OF SCHOOL YEAR.

The minimum length of the school year is three months.¹⁰

Unless otherwise specified, 20 days constitute a school month.¹¹

PRESCRIBED STUDIES.

In all schools supported by public money, or under State control, instruction must be given in physiology and hygiene, with special reference to the effects of alcoholic drinks and other stimulants and narcotics upon the human system.¹²

STATE SUPERVISION.

The supervision of the free schools of the State is vested in a State superintendent of public instruction, elected biennially by the people. His duties are: To organize normal institutes; visit schools; construe school law; prescribe forms for reports; cause the school laws to be printed in pamphlet form; apportion school money, and report to the Governor, annually; and distribute copies of said report to the Legislature and to the school directors and county superintendents.¹³

STATE TAX.

For the support of free schools, in addition to the income from permanent school fund, an annual tax is levied, not to exceed one and a half mills upon the dollar valuation of the grand list of the taxable property of the State.¹⁴

STATE SCHOOL FUND.

The perpetual funds for common-school purposes, of which the annual interest or income only can be appropriated, are:

1. Such per centum as has been or may be granted by Congress on the sale of lands in the State.

2. Moneys arising from the sale or leasing of sections 16 and 36 in each township.

3. The proceeds of all lands granted to the State, not otherwise appropriated by the terms of the grant.

4. The net proceeds of escheats, forfeitures, or from unclaimed dividends, or distributive shares of the estates of deceased persons.

5. All moneys, stocks, bonds, lands, and other property already belonging to the common-school fund.¹⁵

¹ Sch. Laws, sec. 7030.

² Ibid., sec. 7037.

³ Ibid., sec. 7038.

⁴ Const. of 1875, art. 8, sec. 6.

⁵ Ibid., sec. 11.

⁶ Sch. Laws, p. 14.

⁷ Ibid., sec. 1, p. 65.

⁸ Ibid., sec. 12, sub. div. 2, p. 34.

⁹ Ibid., sec. 3, p. 57.

¹⁰ Ibid., sec. 14, p. 26.

¹¹ Ibid., sec. 3, p. 52.

¹² Ibid., sec. 1, p. 53.

¹³ Ibid., pp. 50, 51; and Const.,

art. 5, sec. 1.

¹⁴ Ibid., p. 55, sec. 1.

¹⁵ Const. of 1875, art. 8, sec. 3.

Provision must be made, by general law, for an equitable distribution of the income of the above.¹

The State treasurer, upon the warrant of the State auditor, pays to each county, semi-annually, the amount of school money apportioned to said county by the State superintendent, according to the number of resident scholars in the county.²

The total amount of school money of each county is semi-annually apportioned by the county superintendent as follows: One-fourth to be distributed equally to the several school districts in the county; the remaining three-fourths to be distributed according to the number of scholars (last enumerated) in each district.³

County treasurers pay to the district treasurers the amounts apportioned to their districts.⁴

EDUCATION OF TEACHERS.

"For the purpose of training and instructing persons, both male and female, in the arts of teaching and managing schools, and in the principles and practice of the various branches of learning taught in the public schools," a State normal school is established, and an endowment fund provided for the same.⁵

"For the purpose of allowing teachers an opportunity to improve themselves in the art of teaching," two kinds of teachers' institutes are also held—normal institutes, organized by the State superintendent, and county institutes, by the county superintendent.⁶

EDUCATION OF DEFECTIVE, DEPENDENT, AND DELINQUENT CHILDREN.

The Legislature may provide, by law, for the establishment of schools for the safe-keeping, education, employment and reformation of all children under the age of 16 years, who, for want of proper parental care or other cause, are growing up in mendicancy or crime.⁷

County superintendents must, annually, in September, report to the superintendent of the Blind Asylum and the Nebraska Institute for the deaf and dumb, respectively, the names, ages and post-office addresses of all persons between the ages of 5 and 21 years, who are blind or deaf and dumb, or deaf to such an extent as to be unable to acquire an education in the common school.⁸

EDUCATION IN HIGHER AND PROFESSIONAL STUDIES.

High schools may be established in any district containing more than one hundred and fifty children of school age.⁹

The university is recognized by the State constitution, and provision made for the management and general government of the same.¹⁰

COUNTY SUPERVISION.

In each organized county there is a county superintendent, elected by the people for 2 years, who has general supervision of the county free schools, examines and licenses teachers, visits schools, organizes county institutes, delivers lectures, distributes blanks for reports, examines reports of school boards, and reports, annually, to the State superintendent.¹¹

TEXT-BOOKS.

The district boards or trustees prescribe the course of study and text-books for the use of schools.¹²

LOCAL SUPERVISION.

Each district has a school board of 3 members, elected for 3 years; but districts containing more than 150 children of school age may elect, as a district board, 6 trustees, who hold office for 3 years each, 2 elected annually.¹³

Women may vote at district-school elections.¹⁴

The officers of the boards are a moderator, a director, and a treasurer. The moderator presides at all meetings of the district; the director is clerk of the district board, and makes out annual report to the county superintendent.

This board has the general care and management of all schools and school money of the district.¹⁵

City schools are under the direction of boards of education, consisting of 6 or 9 members, elected, one-third annually, for 3-year terms,¹⁶ who may elect a superintendent for a term of not more than 3 years.¹⁷

¹ Const. of 1875, art. 8, sec. 7.

² Sch. Laws, secs. 2, 3, p. 57.

³ Ibid., sec. 4, p. 58.

⁴ Ibid., secs. 9, 10, p. 59.

⁵ Ibid., sec. 15, p. 64, sec. 12, p. 63.

⁶ Ibid., p. 54, secs. 1, 2.

⁷ Const. of 1875, art. 8, sec. 12.

⁸ Sch. Laws, sec. 14, p. 49.

⁹ Ibid., sec. 1, p. 42.

¹⁰ Const., 1875, art. 8, sec. 10.

¹¹ Sch. Laws, sec. 1 *et seq.*, p. 44.

¹² Ibid., sec. 3, p. 43, sec. 3, p. 39.

¹³ Ibid., sec. 1, p. 23, sec. 1, p. 42.

¹⁴ Ibid., sec. 4, p. 23.

¹⁵ Ibid., sec. 1 *et seq.*, p. 30.

¹⁶ Ibid., sec. 3, p. 66.

¹⁷ Ibid., sec. 8, p. 68.

SCHOOL-HOUSES.

The district boards of directors build, hire, or purchase school-houses, and make sale or conveyance of any site or other property of the district, when lawfully directed by the qualified voters of the same, at an annual or special meeting.¹

The school board has the care and custody of the school-house and other property of the district, unless confided to the custody of the director.²

TEACHERS: HOW SELECTED AND PAID.

Teachers are employed by the school trustees or by the director of the district school board.³

No person is allowed to teach unless he is of good moral character, and has a certificate from the county superintendent, or from some authority to grant teachers' certificates, or has a diploma from the State Normal School or from a State normal school of another State, approved by the State superintendent.⁴

The county superintendent grants 3 grades of certificates; for third or lowest grade, valid in special district only, for 6 months, satisfactory examination is required in orthography, reading, writing, geography, arithmetic, physiology and hygiene, English composition, and English grammar; second grade, valid in the county for 1 year, all the above and history of the United States, civil government, book-keeping, black-board drawing, and theory and art of teaching; first grade, valid in county for 2 years, 1 year's successful teaching and, in addition to the foregoing branches, examination in algebra, geometry, botany, and physics.⁵

Professional State certificates, entitling the holder to teach in any public school in the State without further examination, are granted to permanent teachers of high character and broad scholarship and successful experience, upon examination by the State superintendent, or by a committee appointed by him, and are also granted, without examination, to graduates of colleges and universities of good standing who have received a first-grade certificate, and have successfully taught in any high school in the State for 3 years.⁶

Teachers are paid by the district treasurer upon order signed by the director and countersigned by the moderator of the district school board.⁷

LOCAL TAXES.

The voters of any school district at any annual meeting may determine the tax to be levied for all school purposes, not to exceed 25 mills on the dollar in any one year, 10 mills of which may be for the building, purchase, or lease of school-houses.⁸

Cities may levy and collect, annually, a tax of not more than 2 per cent. on all taxable property of the district (city), for school purposes.⁹

NEVADA.

ESTABLISHMENT OF PUBLIC SCHOOLS.

The Legislature shall provide for a uniform system of common schools by which a school shall be established, and maintained in each school district at least 6 months in every year.¹⁰

Every child, between the ages of 8 and 14, must attend a public school at least 16 weeks in each school year, unless excused by the board of school trustees, provided the public school is within 2 miles of pupil's residence.¹¹

Each county is divided into school districts, but each village, town, or incorporated city constitutes but one school district.¹²

No sectarian instruction shall be imparted or tolerated in any school or university under State control.¹³

LEGAL SCHOOL POPULATION.

The trustees of each district, annually, in the month of May, must take, or cause to be taken by a census marshal, a census of all resident children over 6 and under 13 years of age, and return a certified copy of such enumeration to the county superintendent before the 1st of July, following, to be reported by him to the State superintendent.¹⁴

MINIMUM LENGTH OF SCHOOL YEAR.

The minimum length of the school year is 6 months. A school month consists of 4 weeks of 5 days each, unless otherwise specified.¹⁵

¹ Sch. Laws, sec. 6, p. 40.

² *Ibid.*, sec. 9.

³ *Ibid.*, sec. 11, p. 34, and sec. 3, p. 43.

⁴ *Ibid.*, secs. 5, 1, pp. 46, 52.

⁵ *Ibid.*, sec. 6 *et seq.*, p. 46.

⁶ *Ibid.*, sec. 4 *et seq.*, p. 52.

⁷ *Ibid.*, sec. 16, p. 35.

⁸ *Ibid.*, secs. 11, 12, p. 25.

⁹ *Ibid.*, sec. 24, p. 74.

¹⁰ Const. of 1864, art. 11, secs. 2, 9.

¹¹ Sch. Laws, art. 11, sec. 1.

¹² *Ibid.*, art. 7, secs. 1, 2.

¹³ *Ibid.*, art. 13, sec. 5.

¹⁴ *Ibid.*, art. 6, sec. 1; art. 5, sec. 4; art. 3, sec. 3.

¹⁵ *Ibid.*, art. 13, sec. 4.

PRESCRIBED STUDIES.

Orthography, reading, writing, arithmetic, the elements of natural philosophy, and geography must be taught in all the public schools, and in each school above the grade of primary, there must also be taught English grammar, history of the United States, chemistry, and elementary physiology and hygiene; and in such schools as the board of trustees may direct, all or any of the following: Algebra, geometry, drawing, natural history and philosophy, astronomy, and the elements of book-keeping.¹

STATE SUPERVISION.

The State board of education consists of the Governor, the superintendent of public instruction, and the surveyor-general. Its powers and duties are to adopt a system of rules for State and county examinations; to prescribe text-books and course of study in the public schools; to recommend lists of books for district-school libraries; to grant and revoke (when advisable) life and 6-year diplomas, and 3-year State certificates; to have necessary printing done by the State printer, and to keep record of its proceedings. The board has appellate jurisdiction over all questions relating to schools and referred to county superintendents.²

The superintendent of public instruction is elected quadrennially by the people. He is required to apportion the school money, semi-annually, to the counties, in proportion to the number of children of school age in each; to make a biennial report to the Governor, to prescribe forms and regulations for making all reports; prepare pamphlet copies of the school law and send to school officers; to visit each county in the State once in each year, in the interests of education. He is, *ex officio*, curator of the State museum and secretary of the board of directors of the State Orphans' Home.³

STATE TAX.

The State constitution of 1864 provides that the Legislature shall provide a special tax of one-half of 1 mill on the dollar of all taxable property in the State, in addition to other means of support and maintenance of the State university and common schools; which tax at the end of 10 years may be reduced to one-fourth of 1 mill on the dollar.⁴

STATE SCHOOL FUND.

The State school funds consist of all moneys accruing to the State from lands given or bequeathed, or which may hereafter be bequeathed, to the State for school purposes; all fines collected under the penal laws of the State; 2 per cent of the gross proceeds of all toll roads and bridges, and all estates that may escheat to the State.⁵

All school moneys due each county are paid by the State treasurer to the county treasurers, semi-annually, in January and July, upon the warrant of the State comptroller, drawn in conformity with the apportionment of the State superintendent.⁶

EDUCATION OF TEACHERS.

A State teachers' institute may be held annually by the State superintendent, to continue not less than 5 nor more than 10 days, and county teachers' institutes may be held in each county annually, under the supervision of the county superintendent, if authorized by the board of commissioners.⁷

The Legislature shall have power to establish normal schools.⁸

EDUCATION OF DEFECTIVE, DEPENDENT, AND DELINQUENT CHILDREN.

The superintendent of public instruction is authorized and required to make arrangements with the directors of the Institution for the Deaf and Dumb and the Blind, at San Francisco (now Berkely), California, for the admission, support, education, and care of the deaf and dumb and blind of this State, and for that purpose is empowered to make all needful contracts and agreements with said directors to carry out these provisions.⁹

EDUCATION IN HIGHER AND PROFESSIONAL STUDIES.

The Legislature shall provide for the establishment of a State university, which shall embrace departments for agriculture, mechanics, arts, and mining, and shall have the power to establish such different grades of schools from the primary department to the university, as they may deem necessary.¹⁰

COUNTY SUPERVISION.

The county superintendent of public schools is elected biennially by the people.

¹ Sch. Laws, art. 1, sec. 5.

² *Ibid.*, art. 1, secs. 1, 4.

³ *Ibid.*, art. 2, sec. 1, 5.

⁴ Const. of 1864, art. 11, sec. 6.

⁵ Sch. Laws, art. 12, sec. 1.

⁶ *Ibid.*, art. 12, sec. 5.

⁷ *Ibid.*, art. 9, secs. 1, 2.

⁸ Const., art. 11, sec. 5.

⁹ Act of Gen. Assem. app. Mar. 2, 1869.

¹⁰ Const., art. 11, secs. 4, 5.

(The district attorneys, in addition to their duties as such, are, *ex officio*, county superintendents.)

The county superintendent apportions the school money of the county, visits public schools, distributes blanks, reports, &c., keeps on file the reports received by him, pays for books furnished by school trustees to indigent children, appoints school trustees in districts failing to elect them and fills vacancies occurring in said offices, appoints two competent persons to act with him as board of examination, for the purpose of examining applicants and granting certificates of qualification to teachers of public schools, holds institutes (as before mentioned), and reports, annually, to the State superintendent.²

TEXT-BOOKS.

A uniform series of text-books, as already noted, is prescribed by the State board of education, not to be changed oftener than once in 4 years.³

LOCAL SUPERVISION.

Three school trustees, who have charge and supervision of the public schools of the district, and hold office for 3 years, are elected, one each year, by the voters of each district; but in districts containing more than 400 school children there are 5 school trustees, who hold office for 5 years, one elected each year. They divide the schools into infant, taught by the Fröbel system, primary, grammar, and high-school departments; but the infant department is not established in school districts of less than 300 children; provide books for indigent children; apportion the school funds of the district; in short, have general control and management of the public schools and finances of the districts.⁴

SCHOOL-HOUSES.

School-houses, and maps, black-boards, and furniture for the same, are provided by the boards of trustees or boards of education.⁵

TEACHERS: HOW SELECTED AND PAID.

Each teacher is employed by the board of trustees, and must have a certificate from the State or county board of education, in full force and effect.

Teachers are paid by the county treasurer.⁶

LOCAL TAXES.

The board of county commissioners levies an annual county-school tax, not less than 15 nor more than 50 cents on each \$100 valuation of taxable property. The qualified voters of any school district may vote to tax themselves to furnish additional school facilities for the district, for erecting new school buildings, or for the purpose of keeping schools open for a longer period than the ordinary funds will allow.⁷

After a school has been maintained free to all pupils 6 months of the current school year, the trustees of any district have the power, at their discretion, to assess such rate-bills of tuition as they may deem necessary for the payment of teachers' salaries, in addition to the public moneys of the district.⁸

NEW HAMPSHIRE.

CONSTITUTIONAL PROVISIONS REGARDING EDUCATION.

Knowledge and learning, generally diffused through a community, being essential to the preservation of a free government, spreading the opportunities and advantages of education through the various parts of the country, being highly conducive to promote this end, it shall be the duty of the Legislatures and magistrates in all future periods of this government, to cherish the interests of literature and the sciences, and all seminaries and public schools; to encourage private and public institutions, rewards and immunities for the promotion of agriculture, arts, sciences, commerce, trade, manufactures, and natural history of the country; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and economy, honesty and punctuality, sincerity, sobriety, and all social affections and generous sentiments among the people.⁹

ADMINISTRATION.

For the State there are a superintendent of public instruction, a board of commissioners of the literary fund, and a board of trustees of the State normal school;

¹Sch. Laws, art. 3, sec. 1.

²1. *Ibid.*, art. 3, sec. 1 *et seq.*; 2. *Ibid.*, art. 10, sec. 1.

³*Ibid.*, art. 1, sec. 4.

⁴*Ibid.*, art. 4, sec. 1; art. 5, sec. 1 *et seq.*

⁵*Ibid.*, art. 5, secs. 6, 9.

⁶*Ibid.*, art. 5, sec. 5; art. 8, sec. 1.

⁷*Ibid.*, art. 5, sec. 10.

⁸*Ibid.*, art. 5, sec. 13.

⁹Const., sec. 33.

for towns there are school boards and a superintendent if desired; for districts a moderator, a clerk, and a prudential committee.

The administration is concerned with common, graded, and high schools; with an industrial school, teachers' institutes, and a normal school, and, "by contract," relations are held with academies, seminaries, and colleges.

Women are permitted to vote in school meetings and are eligible to town, township, and district-school offices.¹

SUPERINTENDENT OF PUBLIC INSTRUCTION.

The Governor and council appoint the State superintendent, who shall hold his office for 2 years, and shall have general supervision and control of the educational interests of the State.²

His duties are to hold teachers' institutes, to visit and lecture in towns, to report the condition of the normal school, to investigate the condition and efficiency of popular education in the State, and to awaken and guide public sentiment in relation thereto, to make an annual report, and to discharge such other duties as the law may assign.³

STATE FUNDS.

Every banking corporation shall pay to the treasurer on or before the second Wednesday of June, annually, one-half of 1 per cent. on the amount of the actual capital stock of the bank at that time. The sums so paid shall constitute a fund to be called the literary fund.²

All sums of money hereafter received from the tax on deposits in savings banks by non-resident depositors, or depositors whose residence is unknown, shall constitute a part of the literary fund.⁴

The Governor, secretary, and treasurer shall constitute a board of commissioners to manage said fund.³

The treasurer shall assign and distribute, in June, annually, the literary fund among the several towns and places, according to the number of scholars, not less than 5 years old, who shall appear to have attended the district common schools in such towns and places for a time not less than 2 weeks within that year.⁵

The money thus received shall be applied to the maintenance of common schools, or to other purposes of education in addition to the sums required to be raised by law.⁶

The proceeds of the sale of State lands are set apart as a school fund, the annual income of which shall be applied to the purposes of common-school education, and shall be disbursed upon warrants drawn upon the treasurer by the Governor, to be applied in such way and manner as the Legislature may from time to time determine.⁷

SCHOOL DISTRICTS.

The division of towns (townships) into school districts, heretofore existing, is hereby abolished, and each town (township) shall hereafter constitute a single district for school purposes, with this exception, that districts organized under special acts of the Legislature may retain their present organization.⁸

Each town (township) shall forthwith take possession of all the school-houses, lands, apparatus, and other school property owned by said districts.⁹

The provisions of this act shall not be applied to school districts holding funds for school purposes in such manner as to prevent said districts from retaining and enjoying the benefit of said funds.¹⁰

Any town (township), after 5 years from the time this act goes into effect (from and after March 1, 1886), may, by a majority vote of all the electors of the district, re-establish the district system in such town (township), and shall thereafter be subject to the same laws as are now in force in relation to school districts.¹¹

The laws in relation to school districts, so far as consistent, are to continue in force.¹²

A special school district may unite with the town (township) district.¹³

All districts, legally organized, shall have and exercise corporate powers.¹⁴

Any town or any district may raise money for supplying the scholars in the common schools with suitable school books free of charge.¹⁵

Contiguous districts may unite in support of schools, and also in building or repairing joint school-houses.¹⁶

Every district, including land in different towns (townships), shall be deemed a dis-

¹ Laws of 1879, chap. 57, secs. 18 and 19.

² Gen. Laws, chap. 94, sec. 1.

³ *Ibid.*, sec. 2.

⁴ *Ibid.*, sec. 3.

⁵ *Ibid.*, sec. 5.

⁶ *Ibid.*, sec. 7.

⁷ *Ibid.*, sec. 10, 11, 12.

⁸ Laws, chap. 43, sec. 1.

⁹ *Ibid.*, sec. 2.

¹⁰ *Ibid.*, sec. 7.

¹¹ *Ibid.*, sec. 8.

¹² *Ibid.*, sec. 9.

¹³ *Ibid.*, chap. 89, sec. i.

¹⁴ Gen. Laws of 1886, sec. 14.

¹⁵ Laws of 1883, chap. 46, sec. 1.

¹⁶ Gen. Laws, chap. 83, secs. 22,

23.

district of that town in which most of the voters reside; but the district may, by vote, elect to which town it will belong.¹

Joint districts are entitled to their just proportion of school moneys from any and every source.²

If any 3 or more voters are aggrieved by the location of any school-house, they may petition the school board, which shall hear and determine the location thereof.³

If any 10 or more voters are aggrieved by the location of any school-house, they may petition the county commissioners, who shall hear and determine the location thereof.⁴

DISTRICT OFFICERS.

The officers of a district shall be a moderator, a clerk, and prudential committee, not exceeding 3, who shall be adult citizens of the district; shall be chosen by ballot, and may be either male or female; shall be sworn, and shall hold their offices for one year.⁵

The moderator of a school district shall have the same power and duty as a moderator of a town meeting, to conduct the business and to preserve order, and administer oaths to district officers and others. In case of a vacancy or absence, a moderator may be chosen at any meeting.⁶

The clerk shall keep a true and attested record of all the doings of each meeting; shall deliver to the selectmen a certified copy of every vote to raise money within 10 days; shall make and certify copies of any votes when required and payment is tendered therefor; shall have power to administer oaths; to preside as moderator until a moderator, *pro tempore*, shall be chosen, and if the clerk be absent, a clerk, *pro tempore*, shall be chosen.⁷

The prudential committee shall select and hire teachers for the district, provide them board, furnish fuel, make repairs to school-house and furniture, notify the superintending school commissioner of the commencement and close of the schools, and give them such information and assistance as may be necessary for the performance of their duties.⁸

BOARDS OF EDUCATION.

Any other school district (other than one composed of the whole town), in any town of the State which may so elect, and in which there are 50 children of school age, or which may support a public school during not less than 30 weeks in each year, or a graded school during not less than 24 weeks, may choose, by ballot, a board of education.⁹

Such board shall consist of 3, 6, or 9 persons, one-third of whom shall hold office for one year, one-third for 2 years, and one-third for 3 years. Thereafter one-third of said board shall be chosen by ballot annually.¹⁰

The board shall have the care and custody of all the property belonging to the districts, employ teachers and fix their compensation, shall have the control and management of the schools of the district, and, generally, shall perform the functions of prudential and school committees.¹¹

The boards of education of adjoining towns, cities, or districts may contract with each other or with any academy, seminary, or college incorporated under the laws of the State for the education of scholars, upon such terms and conditions as they may agree upon.¹²

Said boards are sworn to fidelity; choose a president and secretary of their own number, and hold meetings as often as may be necessary. They receive no compensation, except such sums as the towns may allow them for performing the duties of school committees within the districts for which they are chosen.¹³

A report of receipts and disbursements is made to the district at every annual meeting of the board. Where the district is composed of the whole town (township), the board makes a report to the town, and in other cases to the school committee of the town, citing such facts as the committee shall, by law, be required to report to the town.¹⁴

The school committee (school board) shall visit and examine personally, or by a subcommittee by them appointed, each school kept in town at least twice in each term, near the beginning and toward the close thereof.¹⁵

¹ Gen. Laws, chap. 83, sec. 7.

² *Ibid.*, sec. 13.

³ *Ibid.*, chap. 88, sec. 4.

⁴ *Ibid.*, sec. 6.

⁵ *Ibid.*, chap. 87, sec. 10.

⁶ *Ibid.*, sec. 11.

⁷ *Ibid.*, sec. 12.

⁸ *Ibid.*, sec. 14.

⁹ *Ibid.*, sec. 17.

¹⁰ *Ibid.*, sec. 18.

¹¹ *Ibid.*, sec. 19.

¹² Laws, chap. 89, sec. 2.

¹³ *Ibid.*, chap. 87, sec. 20.

¹⁴ Gen. Laws, chap. 87, secs. 21, 22. Sections 14 and 17 to 22, inclusive, relate to districts organized under special acts of the Legislature and are not applicable to town (township) districts wherein the school board has all the powers of superintending and prudential committees.

¹⁵ *Ibid.*, chap. 89, sec. 17.

TOWN OFFICERS.

Every town, at the annual meeting, shall choose by ballot and by majority vote, three "selectmen" who shall manage all the prudential affairs of the town. A majority of the selectmen are competent to act in all cases.¹

Among other duties they shall assess, annually, upon the polls and taxable estates \$1 on every \$350.²

The town, at any legal meeting for the purpose, may raise a sum exceeding the amount aforesaid.³

Such sum shall be appropriated to the sole purpose of keeping an English school, or schools, for teaching reading, writing, English grammar, arithmetic, geography, together with such other branches as are deemed best, including the purchase of fuel and making occasional repairs.⁴

It is also the duty of the selectmen (1) to assign school money to each district; (2) to draw orders on the town treasurer for school money, and, under certain circumstances, both; (3) to set off school lot, and (4) to lay out high-school lot; (5) to make enumeration of children, and, (6) together with the school board, may purchase school apparatus.⁵

TOWN BOARDS OF EDUCATION.

The duties heretofore devolving upon superintending and prudential committees shall hereafter be performed by a school board of 3 persons in each town (township) to be chosen by ballot at the annual school meeting, and to hold office for 3 years. At the first election, however, one person shall be chosen for 3 years, one for 2 years, and one for 1 year.⁶

The said board of each town shall provide schools at such places and times as may best subserve the interests of education, and the board may use a portion of the school money, not exceeding 25 per cent., for the purpose of conveying scholars to and from such schools.⁷

TEACHERS.

All persons proposing to teach in the town shall produce satisfactory evidence of good moral character and suitable temper and disposition, and shall be examined in such branches as are usually taught in the class of schools in which they propose to teach, and also as to their capacity for governing the same, and if found competent the school boards shall give them certificates thereof, setting forth the branches they are found capable of teaching.⁸

Teachers of common schools shall be examined in reading, spelling, writing, English grammar, arithmetic, geography, and the elements of history, and in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system, and in other branches usually taught in said schools.⁹

The school board may prescribe for any school, when deemed best, the studies of surveying, geometry, algebra, book-keeping, philosophy, chemistry, and natural history, or any of them, and other suitable studies; and teachers proposing to teach in such schools shall be examined in said branches in addition to those required of other teachers.¹⁰

No teacher shall be employed or paid unless he shall produce and deliver to the prudential committee a certificate of qualification.¹¹

Every teacher at the close of his school shall make a return of the register to the school committee (school board), who shall give to him a certificate thereof; and no teacher shall receive payment until such certificate is produced and delivered to the prudential committee (or school board).¹²

STATE NORMAL SCHOOL.

The State Normal School is established for the training of teachers for the common schools of the State. The instruction is confined to such branches as are usually taught in normal schools. The school shall be in session at least twenty weeks in each year.¹³

The management of the school is vested in a board of trustees, composed of the Governor, superintendent of public instruction, and five persons appointed by the Governor, with the advice and consent of the council, and to hold office two years. It shall have the general management of the school, and shall meet at least once in each year. Said trustees shall receive no compensation, but shall be paid their reasonable expenses.¹⁴

The courses of study are prescribed. The first shall include all the branches taught

¹ Gen. Laws, chap. 40, sec. 2.

² *Ibid.*, chap. 85, sec. 1.

³ *Ibid.*, sec. 2.

⁴ *Ibid.*, sec. 3.

⁵ *Ibid.*, sec. 4; (2) chap. 40, sec. 9; (3) chap. 88, sec. 12; (4) chap. 90, sec. 11, and (5) 89, sec. 20; (6) Laws of 1879, chap. 53, sec. 1.

⁶ Laws, chap. 43, sec. 4.

⁷ *Ibid.*, sec. 6.

⁸ Gen. Laws, chap. 89, sec. 3.

⁹ Laws of 1833, chap. 37, sec. 1.

¹⁰ *Ibid.*, chap. 37, sec. 2.

¹¹ Gen. Laws, chap. 27, sec. 6.

¹² *Ibid.*, chap. 89, sec. 16, p. 218.

¹³ *Ibid.*, chap. 93, sec. 1.

¹⁴ Laws of 1879, chap. 45, sec. 1.

in the common schools of New Hampshire, and shall require for its completion at least one school year. The second shall include the higher branches in addition to the other course, and shall require for its completion at least two school years. Certificates of graduation are issued.¹

Tuition and graduation are free upon agreement to teach in the schools of the State for a period equal to the time spent in the course or courses of study.²

The sum of \$5,000 is annually appropriated for the maintenance of said school, to be expended as the trustees shall direct.³

TEACHERS' INSTITUTES.

The State superintendent shall organize, superintend, and hold at least one teachers' institute each year in each county of the State.⁴

The principal and teachers of the State Normal School shall give instruction at said institute without additional compensation, except for travel and necessary expenses.⁵

The expenses of county institutes are defrayed from the proceeds of the sale of the State lands.⁶

Teachers may close their schools three days in any one term, or five days in one year, while in attendance upon a teachers' institute.⁷

SCHOOLS.

In the absence of an express contract, a session of three hours in the forenoon and three hours in the afternoon shall constitute a school day; and five such days a school week, and four such weeks a school month in the district schools of the State.⁸

No person can attend school without the consent of the authorities, unless an inhabitant of the district.⁹ Each scholar must be vaccinated;¹⁰ may be dismissed for misconduct;¹¹ if assigned to one school, cannot attend another.¹² Habitual truants may be compelled to attend school under penalty;¹³ offenders in default of fine may be committed to the reform school.¹⁴ Children under 10 years of age are not to be employed by manufacturing corporations under penalty,¹⁵ but may be employed when under 14 years if they attended the district school the time it was kept the preceding year.¹⁶ None under 16 years may be employed unless having attended some school at least twelve weeks the preceding year.¹⁷ The penalty for each offense is a fine not exceeding \$20.¹⁸ Whoever has charge of any child, between the ages of 8 and 14 years, residing in any school district in which a public school is annually taught for the period of 12 weeks or more shall cause said child to attend the school for 12 weeks at least, under penalty of a fine.¹⁹

HIGH SCHOOLS.

A district for the support of a high school may be established in any town (township) or district by a majority vote in town meeting, or by a vote of two-thirds the legal voters of a district having not less than 100 children between 6 and 16 years of age.²⁰

Two or more school districts may unite to form a high-school district.²¹

Such schools are supported and managed in a manner similar to that of the common schools.²²

NEW JERSEY.

ESTABLISHMENT OF FREE SCHOOLS.

"The Legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all children in this State between the ages of 5 and 18 years."²³

No portion of the public-school money shall be used for the support of sectarian schools.²⁴

Instruction at home or in public or private schools must be provided by parents or guardians for all children between the ages of 7 and 12 years, for at least 20 weeks in each year, the required subjects being spelling, reading, writing, English grammar, geography, and arithmetic, unless such children are mentally or physically unable to receive the same.²⁵

Habitual truants, or children immoral in conduct, or incorrigibly vicious, who may be between 7 and 15 years old, are deemed juvenile disorderly persons, and if 9 or more

¹ Gen. Laws, chap. 93, sec. 3.

² Ibid., sec. 5.

³ Laws of 1879, chap. 45, sec. 2.

⁴ Laws of 1883, chap. 73, sec. 1.

⁵ Ibid., sec. 2.

⁶ Ibid., sec. 2.

⁷ Laws, chap. 84, sec. 1.

⁸ Laws of 1883, chap. 31, sec. 1.

⁹ Gen. Laws, chap. 91, sec. 1.

¹⁰ Ibid., sec. 2.

¹¹ Ibid., sec. 3.

¹² Ibid., sec. 4.

¹³ Ibid., sec. 6.

¹⁴ Ibid., sec. 9.

¹⁵ Laws of 1879, chap. 21, sec. 1.

¹⁶ Laws of 1881, chap. 56, sec. 2.

¹⁷ Ibid., sec. 1.

¹⁸ Ibid., sec. 3.

¹⁹ Gen. Laws, chap. 91, sec. 14.

²⁰ Ibid., chap. 90, sec. 1, and Laws of 1881, chap. 23, sec. 1.

²¹ Ibid., sec. 3.

²² Ibid., secs. 4 to 10, inclusive.

²³ Amend. of 1875 to Const. of 1844.

²⁴ Act of March 16, 1881.

²⁵ Act of Leg. app'd Apr. 20, 1885, sec. 1.

years old, and the parents or guardians prove that they are unable to make such children attend school, they may be arrested and sent to a juvenile reformatory and kept there until they are 16 years old, unless sooner discharged by the board of control of the reformatory.¹

No child under the age of 15 years shall be employed by any person, company, or corporation to labor in any business whatever, unless such child has attended school for at least 12 consecutive weeks in the 12 months immediately preceding such employment; and no child under 14 years of age shall be employed for a longer period than 60 hours in a week.²

Every manufacturer, merchant, or other employer, employing any person contrary to the above, upon conviction, shall be fined, for each offense, not less than \$50 nor more than \$100; and every parent or guardian who, knowingly, permits the employment of such children is likewise subject to a fine of not more than \$25 nor less than \$10 for each child so employed.³

No tuition fees for the support of public schools are allowed. All such schools must be free to persons of school age.⁴

Corporal punishment is prohibited.⁵

On the annual arbor day appropriate exercises must be introduced in all the schools in the State.⁶

LEGAL SCHOOL POPULATION.

The clerks of the school boards of education, or boards of trustees, must, annually, during the month of May, take the census of all resident persons of school age between 5 and 18 years, and report the same to the county superintendent.⁷

MINIMUM LENGTH OF SCHOOL YEAR.

Schools must be kept open at least 9 months in each year.⁸

Four weeks of 5 days each constitute a school month.⁹

STATE SUPERVISION.

The State board of education consists of the Governor, the president of the senate, the speaker of the House of Assembly, the attorney-general, the secretary of State, the State comptroller (who are trustees of the school fund, also), and the trustees of the State Normal School (two from each Congressional district, appointed by the senate and General Assembly for 2-year terms), together with the treasurer thereof appointed by them.¹⁰

The powers and duties of the State board in the main are: To prescribe rules and regulations for carrying into effect the school laws; to recommend additions and amendments to the school laws; to appoint State and county superintendents, prescribe rules and regulations for holding teachers' institutes, to order all necessary repairs to the grounds, buildings, and furniture of the State Normal School, and to keep the buildings and furniture insured; to authorize payment of the necessary incidental expenses of the State superintendent; to decide all appeals from the State superintendent; to approve the by-laws and regulations for the management of the New Jersey School for Deaf-Mutes, and to report, annually, to the Legislature in regard to all matters committed to its care.¹¹

The State superintendent holds office during the pleasure of the board not to exceed 3 years, and is, *ex officio*, secretary of the board of education, president of the State association of school superintendents, and a member of the State board of examiners and of all county and city examiners. He has supervision of all schools receiving any part of the State appropriation; apportions school money to the counties; prepares blanks for reports and returns; decides disputes; preserves in his office such books, maps, and other school apparatus as may be secured without expense to the State; files reports which may be sent to his office, and reports, annually, in December, to the board of education.¹²

STATE TAX.

For the purpose of maintaining free public schools there is levied and collected, annually, upon the taxable real and personal property in the State, a State school tax equal to \$4 for each child in the State between the ages of 5 and 18 years.¹³

Ten per cent. of this amount is known as a reserve fund, and is apportioned among the counties by the State board equitably and justly, according to its own discretion, on or before the 15th day of April in each year. The remainder is apportioned by the State superintendent according to the number of children of school age in each

¹ Act of Leg. approved Apr. 20, 1885, sec. 5, 7.

² *Ibid.*, sec. 2.

³ March 5, 1883, sec. 3, 4.

⁴ Sch. Law, sec. 34.

⁵ *Ibid.*, sec. 98.

⁶ Act of Leg., April 14, 1884.

⁷ Sch. Law, sec. 36.

⁸ *Ibid.*, sec. 63, p. 25.

⁹ *Ibid.*, sec. 44, p. 18.

¹⁰ *Ibid.*, secs. 1, 52, 54, 65.

¹¹ *Ibid.*, sec. 2 to 4.

¹² *Ibid.*, sec. 5, *et seq.*

¹³ *Ibid.*, sec. 77.

county, and orders are drawn by him on the comptroller of the treasury in favor of the county collectors for the total of both amounts thus apportioned each county.¹

STATE SCHOOL FUND.

The public stocks and moneys appropriated by law for school purposes, and all moneys received from the sales and rentals of the land, under water, belonging to the State, constitute the permanent school fund.²

Out of the income from this fund \$100,000, annually, is appropriated for the support of public schools.³

The State comptroller, annually, draws his warrant on the State treasurer in favor of the county collector of any county for the portions of the State appropriation belonging to such county, whenever the collector presents an order for the same, drawn by the State superintendent.⁴

The county superintendent apportions the school money of his county among the townships, cities, and districts; and no district is to receive less than \$200; and districts with 45 children, or more, not less than \$345.⁵

EDUCATION OF TEACHERS.

For the training and education of teachers in the art of instructing and governing, a State normal school and teachers' institutes are established, and annual appropriations are made for the same.⁶

EDUCATION OF DEFECTIVE, DEPENDENT, AND DELINQUENT CHILDREN.

An annual appropriation is fixed by law for the expenses of tuition and maintenance of pupils in the New Jersey School for Deaf-Mutes.⁷

EDUCATION IN HIGHER AND PROFESSIONAL STUDIES.

To any city, town, or township raising not less than \$3,000, annually, for a technical school, the State pays a like sum, not exceeding \$5,000 in any year.⁸

COUNTY SUPERVISION.

The county superintendent, appointed by the State board of education, subject to approval of the freeholders, holds office for 3 years; examines and licenses teachers; forms districts; provides for graded schools; examines candidates for scholarships in the State Agricultural College and grants certificates of appointment; and discharges other duties of general supervision and superintendence over the public schools of the county, in accordance with regulations provided by the State board of education.⁹

TEXT-BOOKS.

A uniform series of text-books and the course of study for the public schools are prescribed by the district trustees in connection with the county superintendent.¹⁰ Books are provided for indigent children free of charge.¹¹

LOCAL SUPERVISION.

For the district supervision 3 trustees are elected, 1 each year, for 3-year terms. (To this office women are eligible.)

The trustees have general management and control of the district public schools, and report, annually, to the county superintendent.¹²

The district trustees of each township together constitute an association called the township board of trustees, which meets at such times and places as the county superintendent may appoint, for the purpose of hearing communications from him in regard to the management of the schools, and of submitting to him questions for advice or opinion relating to the same.¹³

SCHOOL-HOUSES.

District trustees, authorized by the vote of the district, erect, enlarge, repair, or improve school buildings, furnish the same, and keep them insured.¹⁴

The township committee of townships, having township boards of education, may build school-houses, if notified to do so by the board of education.¹⁵

Cities provide school-houses for their schools and may borrow money for building or enlarging the same.¹⁶

TEACHERS: HOW SELECTED AND PAID.

Teachers are employed and dismissed by the district boards of trustees, by whose order they are paid.¹⁷

¹ Sch. Law, sec. 80.

² Ibid., secs. 66, 67.

³ Ibid., sec. 73.

⁴ Ibid., sec. 82.

⁵ Ibid., sec. 81.

⁶ Ibid., secs. 51, 67a.

⁷ Ibid., sec. 67a.

⁸ Acts of Leg., March 24, 1881.

⁹ Sch. Law, sec. 19, *et seq.*

¹⁰ Ibid., sec. 33, div. 6.

¹¹ Ibid., div. 8.

¹² Ibid., sec. 31, *et seq.*

¹³ Ibid., sec. 40.

¹⁴ Ibid., sec. 39.

¹⁵ Act of Leg., April 20, 1885.

¹⁶ Ibid., March 31, 1882.

¹⁷ Sch. Law, sec. 39.

No teacher is entitled to any salary unless he is the holder of a proper teacher's certificate in full force and effect.¹

For the examination of teachers there are 3 boards of examiners; the State board, consisting of the State superintendent and the principal of the State Normal School; the county board, consisting of the county superintendent and not more than three teachers, appointed by him; and the city boards, consisting of such members as the board of education of the city may appoint. (Certificates granted by them entitle the holder to teach in the city schools.)²

There are three grades of State and county certificates, the lowest State certificate ranking one degree above the highest county certificate. Applicants for third-grade (lowest) county certificates must be 16 years old, and are examined in orthography, reading, writing, geography, practical arithmetic, and English grammar; license valid in county only for 1 year; for second-grade county certificates applicants must have had 1 year's experience in teaching and are examined in the foregoing and history of the United States, book-keeping, and theory and practice of teaching; license valid in county only, for 3 years.

Candidates for first-grade county certificates must have at least two-years experience in teaching, and are examined, in addition to the subjects required for second-grade certificate, in physiology, natural philosophy, English composition, algebra, the Constitution of the United States, and the school law of New Jersey; license valid in any part of State for 5 years.

Candidates for third-grade State certificates must be 19 years old, and are examined in spelling, reading, penmanship, book-keeping, geography, English grammar, arithmetic, algebra, geometry, trigonometry, history and Constitution of the United States, physics, chemistry, geology, botany, physiology, theory and practice of teaching, and school law of New Jersey; license valid for 7 years.

Candidates for second-grade State certificates must be 21 years old and have 2-years experience in teaching. The examination is the same as for third-grade certificates; license valid for 10 years.

Candidates for first-grade State certificates must be 25 years old, with not less than 4-years experience in teaching. The examination is the same as for second and third, with the addition of 2 standard works on teaching and school government, but each candidate is required to draw up a plan for organizing the schools of some large city. The license is valid for life.

First-grade State certificates are granted to teachers who have been successful principals of graded schools, or of city high schools for 10 years or more.³

LOCAL TAXES.

In addition to the State tax for the support of public schools each city (by municipal board) and school district may raise by tax such sums of money as may be needed for school purposes or for building, or enlarging, school buildings when approved by a majority of the voters in such district.⁴

Poll-taxes directed to be raised for school purposes in any township must not exceed \$1, and must be applied to the school districts where collected.⁵

NEW YORK.

ESTABLISHMENT OF PUBLIC SCHOOLS.

Common schools in the several school districts of the State shall be free to all persons (except Indians) over 5 and under 21 years of age residing in the district, but non-residents may be admitted upon such terms as the trustees shall prescribe.⁶

"The revenues of the common-school fund shall be applied to the support of common schools; the revenues of the 'literature fund' shall be applied to the support of academies."⁷

No person shall be deemed ineligible to serve as any school officer or to vote at any school meeting by reason of sex.⁸

Two or more adjoining districts may establish union free schools, which shall be under a board of education consisting of not less than 3 nor more than 9 trustees.

The school authorities of any city or incorporated village, the schools of which are or shall be organized under the above law or under special acts, or the trustees of any union school district, or of any district organized under a special act, may establish a separate school or schools for the instruction of children and youth of African descent resident therein and over 5 and under 21 years of age; and such schools shall be supported in the same manner, and receive the same care, and be furnished with the same facilities for instruction, as the white schools therein.⁹

¹ Sch. Law, sec. 43.

² *Ibid.*, secs. 48, 49, 50.

³ Secs. 2 to 13 of Rules and Regulations of State board of education, in conformity with clause 1, sec. 2 of Sch. Law.

⁴ *Ibid.*, sec. 86.

⁵ Act of Leg., April, 3, 1878.

⁶ Gen. Sch. Laws of 1886, title 7, secs. 39, 40.

⁷ Const. 1846, art. 9.

⁸ Act of Leg., Feb'y 2, 1880.

⁹ Gen. Sch. Laws of 1886, title 10, secs. 1, 2.

The State superintendent is charged with providing the means of education for all Indian children in the State. He shall establish the necessary schools, employ superintendents, and, with the concurrence of the comptroller and secretary of State, cause suitable buildings to be erected for their accommodation.

The Indian children in the State between the ages of 4 and 21 years shall be entitled to draw public money the same as white children.

The superintendent shall cause an annual enumeration of said Indian children to be made. Besides this, an annual appropriation for Indian schools is made out of the surplus income of the United States deposit fund.¹

By act of May 5, 1884, the schools for colored children in the city of New York were closed as ward schools and were opened for the education of pupils for whom admission is sought, without regard to race or color.

Every child between the ages of 8 and 14 years, unless physically or mentally unfitted, must be caused by the parent or person having control of it to attend some school or to be regularly instructed at home in reading, writing, spelling, geography, arithmetic, and English grammar, for at least 14 weeks in each year, 8 of which, at least, when attending school must be consecutive. Two-weeks attendance at an evening school count as one week's attendance at a day school.

Persons having control of such children, and failing to comply with the above requirement forfeit \$1 for the first offense and, thereafter, shall forfeit \$5 a week for the time they shall fail to comply with the required provisions, not to exceed 13 weeks in any one year.

No child under 14 years of age shall be employed to labor in any business during school hours of the public school unless such child has been duly instructed at least 14 weeks the preceding year; and any person employing a child who has not been so duly instructed during the preceding year shall forfeit \$50 for each offense.

Penalties for violation of the above laws are added to the public-school money of the district.²

LEGAL SCHOOL POPULATION.

The trustees of each school district shall annually, in August, report to the clerk of the town in which the school-house of the district is situated the number of children of school age (over 5 and under 21 years of age) residing in the district on the 30th of June previous to making such report. This report shall not include children supported at a county poor-house or an orphan asylum, nor any Indian children residing on reservations where schools provided by law for their education are taught.³

PRESCRIBED STUDIES.

The act of March 10, 1884, makes it the duty of local school authorities to provide for the instruction of all pupils in all schools supported by public money or under State control, in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system.⁴

MINIMUM LENGTH OF SCHOOL YEAR.

To entitle a district to its quota of public money, its schools must be maintained during each year 28 weeks of 5 days each.

A deficiency not exceeding 3 weeks in any year, caused by a teacher's attendance upon a teacher's institute within the county, shall be excused.⁵

STATE SUPERVISION.

The State superintendent is elected by joint ballot of the Legislature; his term of office is 3 years; his salary \$5,000 per annum. He is, *ex officio*, a trustee of Cornell University and of the New York State Asylum for Idiots, and a regent of the University of the State of New York; has general supervision over the State normal schools; must provide for the education of the Indian children of the State; visits and inspects the institutions for the instruction of the deaf and dumb, blind, and all similar institutions; may appoint clerks for his office; may appoint persons to visit and examine common schools; must visit schools himself if he can do so; may grant and annual State certificates; may remove school officers; must prepare suitable registers, blanks, and regulations; must submit an annual report to the Legislature.

STATE TAX AND STATE SCHOOL FUND.

The capital of the common-school fund, the capital of the literature fund, and the capital of the United States deposit fund shall, each year, be appropriated to, and made a part of, the capital of the said common-school fund.⁷

¹ Act of Leg., April 1, 1856.

² *Ibid.*, app'd May 11, 1874 (amended 1876). See also Brownell's "Handbook for Trustees."

³ Gen. Sch. Laws of 1886, title 7, sec. 60.

⁴ Act of Leg., Mar. 10, 1884.

⁵ *Ibid.*, title 3, sec. 7.

⁶ *Ibid.*, title 1, sec. 1, et seq.

⁷ Const., art. 9.

There shall be raised in each year, by tax upon the real and personal estate of each county, 1 mill and one-fourth of a mill upon each and every dollar of the equalized valuation of such estate for the support of common schools, and the moneys so raised shall be paid into the State treasury. No such money shall be paid out of the treasury except upon the warrant of the superintendent, countersigned by the comptroller, referring to the law under which it is drawn. The State treasurer and State superintendent may borrow money to make up deficiency caused by non-payment of taxes by counties. The moneys raised by State tax, or borrowed to supply a deficiency thereof, and such portion of the income of the United States deposit fund as shall be appropriated, and the income of the common-school fund, when the same are appropriated to the support of common schools, constitute the State school moneys, and shall be divided and apportioned by the State superintendent on or before the 20th day of January in each year, as follows, and all moneys so apportioned, except the library moneys, shall be applied exclusively to the payment of teachers' wages.

He shall set apart the salaries of school commissioners, and certain sums to cities and incorporated villages of 5,000 or more inhabitants, employing a superintendent of schools or similar officer, sums for library moneys, Indian schools, and a contingent fund. After deducting these amounts he shall apportion one-half of the remainder equally among the school districts and cities which report a school taught during the preceding year by a qualified teacher or succession of qualified teachers for at least twenty-eight weeks of five days each; and for every additional teacher who teaches the whole term the district is entitled to another share. The other half of said remainder (and the library moneys in the same way) is apportioned among the counties of the State according to their respective population.

The moneys so annually appropriated by the superintendent are payable on the first day of April, next, after the apportionment, to the treasurers of the several counties and the chamberlain of New York City.

Real and personal estate may be granted, devised, bequeathed, and given in trust and in perpetuity or otherwise to the State or to the superintendent of public instruction for the support or benefit of the common schools.¹

The school commissioner or commissioners of each county apportion the county's share of the library money among the districts of such county in proportion to the number of children of school age, in each, as shown by the report of trustees.

They apportion one-half of the remaining unapportioned moneys (the county's share of the last one-half of the apportionment made by the State superintendent, with certain other moneys) in the same way as the library money; and the other one-half in proportion to the average daily attendance of resident pupils of school age in the different districts as ascertained from the records kept by the teachers.²

School moneys apportioned to any district remaining in the supervisor's hands on the first Tuesday in March are lost to the district and are re-apportioned.³

As soon as the county-school money is apportioned by the county school commissioners they shall certify to the supervisor of each town the amount of school moneys so apportioned to this town, and the portions thereof to be paid by him for library purposes and for teachers' wages to each such distinct separate neighborhood, district, or part of a district.

The town supervisors (who must give bond to the county treasurer before the latter pays them the money apportioned their towns) take charge of the money apportioned by the school commissioners and disburse the same. The supervisor pays upon the written order of a sole trustee, or a majority of the trustees, all school money apportioned to union free-school districts to the treasurer of such districts, upon the order of its board of education.⁴

EDUCATION OF TEACHERS.

The normal school at Albany was established for five years by act of Legislature, May 7, 1844, and was permanently established by act of April 12, 1848. This school is under the supervision of the State superintendent and the regents of the university, who fix the terms of admission of pupils and appoint a board of five persons, of whom the State superintendent is one, which constitutes an executive committee for the care, management, and government of said school, under rules and regulations prescribed by the superintendent and board of regents.

Under the provisions of the act of April 7, 1866, and of special acts, normal schools are established in various parts of the State; to these State aid is annually given. These schools have the power to grant diplomas, which are equivalent to a certificate of qualification to teach in the common schools.⁵

It is the duty of every school commissioner at least once in each year to organize in his own district, or, in concert with one or more commissioners in the same county, to organize in and for the combined districts, a teachers' institute, and to induce, if possible, all the teachers in his district to be present and take part in its exercises.

¹ Const., title 3, sec. 1 *et seq.*

² Gen. Sch. Laws of 1886, title 3, sec. 27 *et seq.*, and Brownell's "Handbook for School Trustees," p. 24.

³ *Ibid.*, title 4, sec. 4.

⁴ *Ibid.*, title 3, sec. 10 *et seq.*

⁵ *Ibid.*, p. 132 *et seq.*

The State superintendent shall advise and co-operate with the school commissioners in fixing the times and places of holding the teachers' institute; and he shall have the power to employ, or cause the school commissioners to employ, suitable persons at a reasonable compensation to conduct and teach the institutes; and he shall visit such of the institutes as he can; and he shall establish the basis upon which the yearly appropriation for the support of teachers' institutes shall be distributed to the several institutes.

All schools (except within the boundaries of an incorporated city) shall be closed (without loss of apportionment of public-school money) during the time a teachers' institute shall be in session in the same county in which such schools are situated.¹

The treasurer shall pay, on the warrants of the comptroller, to the order of any one or more of the school commissioners, such sum or sums of money as the State superintendent shall certify to be due to them for expenses in holding a teachers' institute; and, upon like warrant and certificate, to the order of any persons employed by the superintendent to conduct and teach any teachers' institute, his reasonable compensation as certified by the superintendent.²

The appropriation provided by chapter 425 of the laws of New York of 1877, for the instruction in academies and union schools in the science and practice of common-school teaching, includes the due inspection and supervision of such instruction by the regents of the university, and the expenses of such inspection and supervision are paid out of said appropriation on vouchers certified by the regents of the university. Each scholar instructed for the full term required by law in such class organized for instruction in the science and practice of common-school teaching, who shall have passed the regents' preliminary examination in arithmetic, English grammar, geography, and spelling, and who, in addition, shall have passed the final examination prescribed for such classes by the said regents, including an examination in the history of the United States, the principles of civil government, and the methods of teaching, shall be deemed to have sufficient learning to teach in the common schools of the State; and to each such scholar the regents of the university shall grant a testimonial which, when indorsed by any school commissioner, shall constitute a certificate of qualification and a license to teach in the common schools of his district for one year; and at the expiration of the period named in said license, and at successive expirations thereafter, said certificate may be re-indorsed by any school commissioner and constitute a license to teach in the common schools of his district for a period not to exceed three years after each re-indorsement.³

EDUCATION OF DEFECTIVE, DEPENDENT, AND DELINQUENT CHILDREN.

All deaf and dumb persons over twelve years of age who shall have resided in the State three years immediately preceding the application (or, if a minor, whose parents, or, if an orphan, whose nearest friend, shall have resided in the State as above mentioned) shall be eligible to appointment as State pupils in one of the State institutions for the deaf and dumb authorized by law to receive such pupils; and all blind persons of suitable age and similar qualifications shall be eligible to appointment to the institutions for the blind in the city of New York or in the village of Batavia. All appointments (except those to the Batavia institution) are made by the State superintendent upon application, and if the parents or guardians are able he may impose conditions whereby they shall bear part of the expense of educating and clothing such pupils.

Each pupil so received into either of the above institutions shall be provided with board, lodging, and tuition.

The regular term of instruction for such pupils is five years, but may be extended to eight years. In addition to this term of appointment State pupils may be appointed to the high class in the New York Institute, the Western New York Institute, or the Central New York Institute.⁴

The schools of the several incorporated orphan asylums in the State (other than those in the city of New York) share in the distribution of the school moneys in the same manner and to the same extent, in proportion to the number of children educated therein, as the common schools in their respective cities or districts, and are subject to the rules and regulations of the common schools.⁵

Cities and incorporated villages must provide suitable places for the care and education of truant and vagrant children.⁶

EDUCATION IN HIGHER AND PROFESSIONAL STUDIES.

Cornell University receives students, one from each Assembly district in the State, and gives them instruction free of any tuition fees or any incidental charges.

In the selection of these students preference shall be given, where other qualifica-

¹ Gen. Sch. Laws of 1886, title 11.

² *Ibid.*, sec. 1, *et seq.*

³ Act of Leg., June 7, 1882.

⁴ Act of Leg., title 1, sec. 9 *et seq.*

⁵ Gen. Sch. Laws of 1886, April 10, 1850.

⁶ *Ibid.*, April 12, 1853, and May 11, 1874.

tions are equal, to the sons of those who have died in the military or naval service of the United States.¹

The State superintendent is authorized and empowered to make and enter into an agreement with the American Museum of Natural History in the city of New York, for a term not to exceed 2 years, to furnish and maintain, in connection with said museum, a course of free instruction, to be given and illustrated by the curators of said museum, on human and comparative anatomy, physiology, zoology, physical geography, and such other subjects as the superintendent may require, to the teachers of the common schools, the normal schools of the State, the Normal College of the City of New York, and the Training School for Teachers in the city of Brooklyn, who may desire to avail themselves of this training, and to provide at least one lecture every year during the term of agreement to be delivered on one or more of said subjects at each of the State normal schools, the Normal College of the City of New York and the Training School for Teachers in the city of Brooklyn, and to supply to the above normal and training schools, and to the public schools of New York City and of Brooklyn and to any common school, on the application of its trustees, all such appliances, plates, and apparatus as may be necessary for the proper presentation of this instruction. The superintendent may also contract with said museum to report the above information to artisans, mechanics, and other citizens when suitable halls are provided. To carry out these provisions an annual appropriation of \$18,000 is made during the term of said agreement.²

For the education and training of pupils in the science and practice of navigation a nautical school is established in the city of New York.³

No literary or scientific college or university shall be incorporated under the provisions of the general law for incorporation of benevolent, charitable, scientific, and missionary societies without the approval of the regents of the University of the State of New York, and all such incorporated colleges or institutions must make an annual report to the regents.⁴

COUNTY SUPERVISION.

Each county comprises one or more school-commissioner districts, but cities electing a superintendent of schools or similar officer are not included in these districts.

A school commissioner is elected triennially for each district by the electors thereof; his salary is \$1,000 per annum, which may be increased by the supervisors.

The school commissioner defines the district boundaries; visits and examines schools; examines the district libraries; advises with and counsels the trustees and other school officers; may direct trustees to make repairs on school-houses; may condemn unfit school-houses; examines and licenses teachers; holds teachers' institutes; may annul certificates; examines charges against teachers; visits classes organized in any academy or union school under appointment by the regents of the university for instruction in the science of common-school teaching and the principles of such academies or union schools in the re-organization and management; and advises and assists in the final examination of such classes, and reports to the regents of the university as to the instruction of such classes; must use his utmost influence to elevate the character and qualification of teachers, and to advance the interests of the schools under his supervision. He is subject to the rules and regulations prescribed by the State superintendent, to whom he must make an annual report.⁵

TEXT-BOOKS.

The boards of education, or such bodies as perform the functions of such boards, in the several cities, villages, and union free-school districts of the State, have the power, and it is their duty, to adopt and designate text-books to be used in the schools under their charge in their respective districts. In the other school districts in the State the text-books to be used in the schools therein are designated by a two-thirds vote of all the legal voters present and voting at the annual school meeting adopting the text-books.

When a text-book shall have been adopted it shall not be changed for 5 years except by a three-fourths vote of the authorities making the selection.⁶

To indigent children between the ages of 8 and 14 years text-books may be furnished free of charge for 14 weeks in each year.⁷

LOCAL SUPERVISION.

It is the duty of each school commissioner to divide the territory of his district into a convenient number of school districts, and in conjunction with the commissioner or commissioners of adjoining school-commissioner districts, to set off joint districts; he may also set off any neighborhood adjoining any other State of the Union where it is most convenient for the children to attend a school in an adjoining State.

¹ Act of Leg., May 13, 1872. ⁴ Laws of 1882, chapter 397

² *Ibid.*, May 20, 1886.

³ *Ibid.*, April 24, 1873.

⁵ Gen. Sch. Laws of 1886, title 2, sec. 1, *et seq.*

⁶ Act of Leg., June 5, 1877.

⁷ *Ibid.*, May 11, 1874.

The inhabitants of any neighborhood entitled to vote when assembled in any annual meeting, or at any other meeting duly called by the school commissioner, have the power, by a majority of the votes of those present, to appoint a chairman for the time being, choose a neighborhood clerk and one trustee, and to fill vacancies in office. The inhabitants so entitled to vote, when duly assembled in any district meeting, have the power, by a majority of the votes of those present, to choose 1 or 3 trustees, a district clerk, a district collector, and a librarian, but in all school districts having more than 300 resident children of school age all district officers, except the treasurer and collector of union free-school districts, shall be elected by ballot; this provision, however, does not apply to cities nor to union free-school districts whose boundaries correspond with those of an incorporated village, nor to any school district organized by special act of the Legislature in which the election of district officers is different from that prescribed by the general law, nor to any school districts of the counties of Richmond, Suffolk, Chenango, Westchester, Warren, and Erie; to fix the amount of the collector's bail; to designate sites for school-houses; to vote a tax upon the taxable property of the district; to purchase, lease, or improve such sites, and to hire, build, purchase, or repair school-houses; to vote a tax not exceeding \$25 in any one year for the purchase of school apparatus, and for the purchase of text-books for poor scholars; to vote a tax not exceeding \$10 in any one year for purchasing books for the district library; to vote a tax to supply a deficiency in any former tax; to authorize the trustees to have the school-house and furniture insured; to alter or repeal their proceedings; to vote taxes for the following purposes:

(1) For the purchase of a book in which to record their proceedings; (2) to replace moneys embezzled, and to pay costs of suits and appeals; (3) for contingencies (not exceeding \$25 in any one year); (4) to pay deficiency in teachers' wages or to pay judgment for teachers' wages. (If the inhabitants refuse, or fail to vote their last tax, the trustees must do so.) The clerk of each school district keeps all records of the district, serves all notices, and records all proceedings of his district.

The librarian has charge and supervision of the district library. The term of office of a trustee of a neighborhood and of a sole trustee of a district is 1 year. The full term of a joint trustee is 3 years. The term of office of all other district and neighborhood officers is 1 year.

The trustees of school districts make out district tax lists, and issue a warrant to the collector of the district for collection of the same; provide school-houses and have the custody of the same; contract with and employ teachers; give orders on the supervisor for payment of teachers' wages; apply the library money, if less than \$3 to the payment of teachers' wages; must render to the district, once each year, a full and true account of all moneys received and expended by them; and must, in August of each year, make an annual report to the school commissioner.¹

TEACHERS.

No teacher is a qualified one unless he is at least 16 years old, and has an unannulled diploma granted to him by the State Normal School or an unrevoked and unannulled certificate of qualification given to him by the State superintendent, or an unexpired certificate of qualification given to him by the school commissioner within whose district he is employed, or by the school officer of the city or village in which he is employed, authorized by special act to grant such certificate.

Unqualified teachers cannot be paid by public money or district tax. Teachers must keep lists and accounts of attendance and deliver the same to the district clerk, at the close of their school term.²

NORTH CAROLINA.

ESTABLISHMENT OF PUBLIC SCHOOLS.

The General Assembly shall provide, by taxation or otherwise, for a general and uniform system of public schools wherein tuition shall be free of charge to all the children of the State between the ages of 6 and 21 years; children of the white race and children of the colored race shall be taught in separate public schools.³

Each county of the State shall be divided into a convenient number of districts.⁴

LEGAL SCHOOL POPULATION.

It is the duty of the school committee of each district to take and return to the county superintendent, on or before the 1st of November in every year, a full and accurate census of the resident children between the ages of 6 and 21 years.⁵

MINIMUM LENGTH OF SCHOOL YEAR.

The minimum length of the school year is 4 months of 20 days each.⁶

¹ Gen. Sch. Laws of 1886, titles 6, 7.

² *Ibid.*, title 7, art. 5.

³ Const. of 1876, art. 9, sec. 2.

⁴ *Ibid.*, sec. 3.

⁵ Pub. Sch. Law, sec. 2579.

⁶ Const., art. 9, sec. 3, and Pub. Sch. Law, sec. 2580.

PRESCRIBED STUDIES.

No branches shall be taught in the public schools except spelling, defining, reading, writing, arithmetic, English grammar, geography, elementary physiology and hygiene, and the history of the State and United States; provided the school committee may make special arrangements to allow other branches to be taught.¹

STATE SUPERVISION.

The State board of education consists of the Governor, lieutenant-governor, secretary of State, treasurer, auditor, superintendent of public instruction, and attorney-general, and has charge of the "literary fund" of the State, apportions the school money among the counties, and has full power to legislate and make all needful rules and regulations in relation to free public schools and the educational fund of the State; but all rules and regulations of the board may be altered, amended, or repealed by the General Assembly.²

The State superintendent of public instruction is elected quadrennially by the people, and is secretary of the State board of education.³ He has the school laws published and distributed, directs the operations of the systems of public schools, and enforces the laws and regulations in relation thereto; acquaints himself with the educational wants of the several sections of the State, and takes all proper means to supply the same by counselling with the county school officers, by lectures before teachers' institutes, and by addresses to public assemblies on subjects relating to the public schools; signs all requisitions on the auditor for the payment of money out of the State treasury for school purposes; and reports biennially to the Governor at least 5 days previous to the regular session of the General Assembly.⁴

STATE TAX.

In addition to the State and county capitation taxes, appropriated by the constitution, and other revenues for the support of public schools, there are levied and collected every year for the maintenance and support of the public schools, 12½ cents on every \$100 worth of property and credits in the State, and 37½ cents on every poll in addition to the taxes in the revenue law.⁵

STATE SCHOOL FUND.

The proceeds of all lands that have been, or may hereafter be granted by the United States to this State (not otherwise appropriated), also all moneys, stocks, bonds, and any other property now belonging to any State fund, for the purposes of education; also the net proceeds of sales of swamp lands belonging to the State, and all other grants, gifts, or devises that have been, or may hereafter be made to this State, and not otherwise appropriated by the State, or by the terms of the grant, gift, or devise; together with so much of the ordinary revenue of the State, as may be set apart for that purpose, constitute the State school fund.⁶

All moneys, stocks, bonds, and other property belonging to a county-school fund, also the net proceeds from sales of estrays, the clear proceeds of all penalties and forfeitures, and of all fines collected in the several counties for any breach of the penal or military laws of the State, all moneys paid by persons for exemption from military duties, and the net proceeds of any tax imposed on licenses to retailers of spirituous liquors, and to auctioneers, belong to and remain in the several counties, and are appropriated for the support of free public schools therein, provided the amount collected in each county be reported annually to the State superintendent.⁷

The State treasurer pays out the school money on the warrant of the State auditor, issued on the order of the State board of education, in favor of a county treasurer, duly indorsed by the county treasurer in whose favor it is drawn.⁸

The county treasurer disburses all public-school money of the county.⁹

EDUCATION OF TEACHERS.

The board of education of any county may annually appropriate an amount not exceeding \$100 out of the school money of the county for the purpose of conducting one or more teachers' institutes for said county; or the board of each of two or more adjoining counties may appropriate such amount for a union teachers' institute for said counties.¹⁰

The constitution provides that the General Assembly shall establish and maintain a normal department in connection with the State University.¹¹

¹ Pub. Sch. Law, sec. 2566.

² Const., art. 9, secs. 8, 10.

³ Ibid., arts. 3, 9, secs. 1, 9.

⁴ Pub. Sch. Law, art. 2540 *et seq.*

⁵ Ibid., sec. 2589.

⁶ Const., art. 9, sec. 4, or sec. 2543 of Pub. Sch. Law.

⁷ Pub. Sch. Law, sec. 2544, or Const., art. 9, sec. 5.

⁸ Ibid., sec. 2538.

⁹ Ibid., sec. 2554.

¹⁰ Ibid., sec. 2567.

¹¹ Const., art. 9, sec. 14.

EDUCATION OF DEFECTIVE, DEPENDENT, AND DELINQUENT CHILDREN.

The constitution declares that the General Assembly shall provide that all the deaf-mutes, the blind, and the insane of the State shall be cared for at the charge of the State, and that it shall also provide for the establishment of orphan homes.¹

EDUCATION IN HIGHER AND PROFESSIONAL STUDIES.

The benefits of the State University, as far as practicable, are to be extended to the youth of the State free of expense for tuition.

The constitution of 1876 declares that the General Assembly shall, as soon as practicable after the adoption of said constitution, "establish and maintain in connection with the university a department of agriculture, of mechanics, and of mining."²

COUNTY SUPERVISION.

The county boards of education consist of 3 members each, elected biennially by the justices of the peace and the county commissioners of each county; they are charged with the general management of the public schools of their respective counties; decide all controversies and questions relating to the boundaries of school districts and to the location of school-houses, or which may arise upon the construction of the school law; apportion the county-school money; divide the counties into school districts; and see that the school law is enforced, but must obey the instructions of the State superintendent and accept his construction of the school law.³

The county superintendent of public instruction is elected biennially by the county board of education, the county commissioners, and the justices of the peace, in joint session; he examines and grants certificates to teachers, and annually furnishes to the county board of education a list of all to whom certificates are granted; conducts teachers' institutes; may suspend teachers if district school committee concur; visits schools; distributes blanks and school registers; and reports annually to the State superintendent.⁴

TEXT-BOOKS.

The State board of education recommends a series of text-books to be used in the public schools for a term of 3 years, and until otherwise ordered. But no sectarian or political books are allowed to be used in the public schools.⁵

LOCAL SUPERVISION.

For each white and each colored school district, there is elected, biennially, by the county boards of education, a school committee of 3 persons.

The committees have the care of the school-houses, sites, grounds, books, and all other public-school property of their respective districts; may sell school-houses or other public-school property; may buy sites for school-houses, subject to the approval of the chairman and secretary of the county board of education; have general management of the school affairs of the districts, and make an annual statistical report to the county superintendent.⁶

TEACHERS: HOW SELECTED AND PAID.

Teachers are employed by the district school committees, subject to the ratification of the county superintendent and supervision of the county board of education. After teachers exhibit to the school committees a statement of the number of pupils, male and female, the average daily attendance, the length of the term and the time taught, the latter give orders on the treasurer of the county board, payable to the teachers for the full amount due for services rendered,⁷ but all such orders must be countersigned by the county superintendent before the treasurer pays the same.⁸

No teacher can teach in the public schools unless he has a certificate from the county superintendent, in full force and effect.⁹

LOCAL TAXES.

If the tax levied by the State for the support of the public schools is insufficient to maintain one or more schools in each school district for the period of 4 months in a year, the board of commissioners of each must levy, annually, a special tax to supply the deficiency for the support and maintenance of said schools for 4 months or more. (The supreme court has decided, however, that the commissioners cannot exceed 66 $\frac{2}{3}$ cents on the \$100 valuation of property, and \$2 on the poll, including all levies by the Assembly, and excluding all levies under special acts for special purposes.)¹⁰

A local assessment act was passed by the Legislature in 1883, authorizing the levy

¹ Const., art. 11, secs. 8, 10.

² *Ibid.*, secs. 7, 14.

³ Pub. Sch. Law, secs. 2545, 2546.

⁴ *Ibid.*, sec. 2566 *et seq.*

⁵ *Ibid.*, sec. 2539.

⁶ *Ibid.*, secs. 2553, 2579 *et seq.*

⁷ *Ibid.*, secs. 2580, 2581.

⁸ *Ibid.*, sec. 2571.

⁹ *Ibid.*, sec. 2580.

¹⁰ *Ibid.*, sec. 2580, and p. 7 of Report of State superintendent of education, 1885-'86.

and collection of special tax for school purposes in the school districts, but this act has been declared by the supreme court to be unconstitutional, in violation of section 2, article 9, of the constitution of 1876.¹

OHIO.

CONSTITUTIONAL PROVISIONS REGARDING EDUCATION.

The principal of all funds arising from the disposition of lands or other property intrusted to this State for educational and religious purposes shall forever be preserved inviolate, and the income therefrom shall be faithfully applied to the specific objects of the original grants or appropriations.²

The General Assembly shall make such provisions, by taxation or otherwise, as, with the interest arising from the school-trust fund, will secure a thorough and efficient system of common schools throughout the State, but no religious or other sect shall ever have any exclusive right to or control of any part of the school funds of this State.³

STATE COMMISSIONER.

The State commissioner is elected triennially, at the general election for State officers. In case of a vacancy the Governor fills it by appointment.⁴

He gives bond in the sum of \$5,000, with two or more sureties.⁵

He shall visit, annually, each judicial district of the State, superintending and encouraging teachers' institutes, conferring with boards of education or other school officers, counselling teachers, visiting schools, and delivering lectures on topics related to popular education.⁶

He shall furnish blanks for reports;⁷ shall appoint school board examiners,⁸ shall countersign State certificates,⁹ shall have supervision of school funds,¹⁰ and shall make an annual report.¹¹

STATE FUNDS.

For the purpose of affording advantages of a free education to all the youth of the State, there shall be levied, annually, a tax upon the grand list of taxable property of the State, and the proceeds thereof shall constitute the "State common school fund;" if the General Assembly fail to designate the rate for any year the same shall be 1 mill upon each dollar of valuation.¹²

The State shall pay 6 per cent., annually, upon the proceeds of "salt" and swamp lands; and the moneys received from the sales of such lands shall constitute an irreducible debt of the State, and the income thereof shall be devoted to the common schools.¹³

Moneys derived from the sales of land granted by Congress for the support of public schools shall constitute the "common-school fund," and the income thereof shall be devoted exclusively to the support of common schools.¹⁴

Bequests, donations, etc., to the common-school fund shall be vested in the same, and the income applied according to the intent of the donor or devisor.¹⁵

The auditor of the State apportions the income from these funds to the several counties, and the county auditors apportion them to the school districts in the county on the basis of the enumeration of school children.¹⁶

COUNTY COMMISSIONERS.

The county commissioners are authorized to hear appeals and decide upon the transfer of territory from one district to another; they may revise, on appeal, the apportionment of contingent fund by boards of education; they may levy the contingent fund if the board of education in any district fail to estimate and certify the same; and they may also levy for site and house in a joint subdistrict.¹⁷

The auditor of each county shall collect all fines and other money for the support of common schools in his county and pay the same to the county treasurer, and shall inspect all interest accounts relative to section 16 or other school lands.¹⁸

SCHOOL DISTRICTS.

The State is divided into school districts, and styled, respectively, city districts of the first class, county districts of the second class, village districts, special districts, and township districts.¹⁹

Each city having a population of 10,000 or more by the census of 1870 is styled a city district of the first class.²⁰

¹ Pub. Sch. Law, sec. 2504. See also p. 9 of Report of State superintendent of education, 1883-'86.

² Const. of 1851, art. 6, sec. 1.

³ Ibid., sec. 2.

⁴ Sch. Laws of 1883, sec. 354.

⁵ Ibid., sec. 355.

⁶ Ibid., sec. 357.

⁷ Ibid., sec. 4058.

⁸ Ibid., sec. 4065.

⁹ Ibid., sec. 4067.

¹⁰ Ibid., sec. 353.

¹¹ Ibid., sec. 361.

¹² Ibid., sec. 3951.

¹³ Ibid., sec. 3952.

¹⁴ Ibid., sec. 3953.

¹⁵ Ibid., sec. 3955.

¹⁶ Ibid., secs. 3893, 3967, 3969, 3941a.

¹⁷ Ibid., sec. 3970.

¹⁸ Ibid., sec. 3885.

¹⁹ Ibid., sec. 3886.

Each city having a population of less than 10,000 is styled a city district of the second class.¹

Any school district now existing other than city, village, and township districts is styled a special district.²

The several subdistricts and joint subdistricts now existing within any township district shall continue, according to their respective boundaries, to be subdistricts or joint subdistricts thereof.³

BOARDS OF EDUCATION.

In city districts of the first class the board of education consists of two members from each ward, except in cities where the law provides for only one from each ward, though in these exceptional instances the board by a majority vote may provide that thereafter each ward shall be represented by two members: *Provided*, That in city districts of the first class having a population of 150,000 and over, the board of education shall consist of 37 members.⁴

In first-class city districts, where the board consists of two members from each ward, one is elected, annually, to serve for two years.⁵

When the board consists of as many members as there are wards, each is elected for two years, the elections occurring annually, but alternating from wards designated by an even number one year, to wards designated by an odd number the next year.⁶

In city districts of the second class and in village districts the board of education consists of six members and in some instances of only three members; but the city district may, by a majority vote, provide for a board consisting of as many members as the city has wards.⁷

In city districts of the second class, if the board consists of six members, two members shall be elected each year for a term of three years, and if the board consists of three members, one member shall be elected each year.⁸

If the board consists of as many members as the city has wards, then one member from each ward shall be elected biennially, as in city districts of first class.⁹

In village districts, if the board contains six members, two members are elected annually for a term of three years; if it consists of three members, one member shall be elected each year for a term of 3 years.¹⁰

The board of education of each township district divided into subdistricts shall consist of the township clerk and the directors who have been appointed clerks of the subdistricts. If the township is not divided into subdistricts then the board consists of the township clerk and the directors of the district.¹¹

In each subdistrict and in each township, not divided into subdistricts, there shall be elected, annually, one person to be styled director, who shall hold office for three years.¹²

The board of education of each special district shall consist of three members, which may be changed to six members by the electors of the district.¹³

One member of said board is elected, annually, to serve three years.¹⁴

Township boards may establish by mutual agreement a joint subdistrict composed of parts of two or more townships. The school in such a district is under the control of the board of the township in which the school-house is situated.¹⁵

The boards of education of all school districts are hereby declared to be bodies politic and corporate.¹⁶

All property, real or personal, vested in any board of education, shall be exempt from tax and from sale or execution.¹⁷

Each board of education shall organize by choosing one of its members president, and, except township boards, by choosing also a clerk, who may or may not be a member of the board. Each member is sworn to fidelity.¹⁸

The board of education of any district is empowered to build, enlarge, repair, and furnish the necessary school-houses; directors of subdistricts shall, under such rules as the township board of education may prescribe, provide fuel, build, enlarge, repair and furnish school-houses, and make all other provisions necessary for the schools within their subdistricts.¹⁹

Each board, except in cities of the first grade of the first class, shall, annually, determine the entire amount of money necessary to be levied as a contingent fund, for the continuance of schools after the State funds are exhausted, to purchase sites, to erect school-houses, and for other school expenses.²⁰

The boards of education of cities and villages, and the directors of subschool districts, shall, in the months of March, April, May or November, plant shade and ornamental trees in the school yards and grounds under their respective control.²¹

¹ Sch. Laws of 1883, sec. 3387.

² *Ibid.*, sec. 3891.

³ *Ibid.*, sec. 3892.

⁴ *Ibid.*, sec. 3897.

⁵ *Ibid.*, sec. 3898.

⁶ *Ibid.*, sec. 3899.

⁷ *Ibid.*, sec. 3904.

⁸ *Ibid.*, sec. 3905.

⁹ *Ibid.*, sec. 3907.

¹⁰ *Ibid.*, sec. 3908.

¹¹ *Ibid.*, sec. 3915.

¹² *Ibid.*, sec. 3916.

¹³ *Ibid.*, sec. 3923.

¹⁴ *Ibid.*, sec. 3924.

¹⁵ *Ibid.*, secs. 3928, 3929.

¹⁶ *Ibid.*, sec. 3971.

¹⁷ *Ibid.*, sec. 3973.

¹⁸ *Ibid.*, secs. 3979, 3980.

¹⁹ *Ibid.*, sec. 3987.

²⁰ *Ibid.*, sec. 3958.

²¹ *Ibid.*, sec. 3987a.

LIBRARIES.

In any district the board of education may appropriate money from the contingent fund for the purchase of books for the use and improvement of the scholars and teachers of the district, and in the purchase of philosophical or other apparatus such appropriation shall not exceed, in any one year, \$1,200 in city districts containing cities of the first grade of the first class, \$300 in other city districts of the first class, \$150 in city districts of the second class, and \$75 in other districts; and the books so purchased shall constitute a school library, the control and management of which shall be vested in the board of education.¹

For the purpose of increasing and maintaining the school library of city districts, the board of education may levy, annually, a tax of one-tenth of one mill on the dollar.²

In all cities having a population of 10,592 a levy of two-tenths of one mill on the dollar may be made for school libraries, and in the city of Cleveland a tax of two and one-half tenths of one mill on the dollar may be levied.³

TEACHERS.

No person shall be employed as a teacher in a common school who has not obtained from a board of examiners a certificate of good moral character, and that he or she is qualified to teach orthography, reading, writing, arithmetic, geography, English grammar, and the history of the United States, and possesses an adequate knowledge of the theory and practice of teaching; but persons who are expected to teach only special studies may be examined in regard to such studies only.⁴

All teachers are required by boards of education to keep proper school records, and such teachers as fail to file with the clerk the reports required of them may have their pay withheld.⁵

STATE BOARD OF EXAMINERS.

There shall be a State board of examiners, which shall consist of five competent persons, to be appointed by the commissioners of common schools. The term of office shall be three years.⁶

The board may issue two grades of certificates: first class, life certificates; second class, for ten years, the latter to be issued to applicants of satisfactory attainments in the branches required for county certificates, and to be valid in any school where such branches only are taught.⁷

All certificates issued by such board are countersigned by the State commissioners. Each applicant shall pay a fee of \$5.⁸

COUNTY EXAMINERS.

A board of county examiners, consisting of three persons, is appointed by the probate judge. The term of office is three years.⁹

The meetings of the board shall not be more than eighteen in any one year; a majority of the board may examine applicants and grant certificates, the fee for which is 50 cents each.¹⁰

The board may grant certificates for 6, 12, 18, 24, and 36 months, valid only in the county wherein issued, except in city and village districts, unless indorsed by the president and secretary of the board of examiners of such districts; and the examiners may grant certificates for five years to such applicants as, in addition to the necessary qualifications, have been teaching for three years next preceding their application, eighteen months of which shall have been in one place; and such certificate may be renewed without examination at the discretion of the board.¹¹

CITY AND VILLAGE EXAMINERS.

The board of examiners for each city district is appointed by the board of education of the district; such board may consist of either 3, 6, or 9 persons, as the board of education may determine. The term of office is three years.¹²

Each applicant for examination shall pay a fee of 50 cents. The board may grant certificates for 1, 2, 3, 5, and 10 years, valid within the district where issued. The certificates for 5 and 10 years, if in part on account of consecutive years of teaching, shall be renewable without re-examination, at the discretion of the examining board.¹³

The provisions apply to boards for city districts of the second class, and village districts having a population of not less than 2,500, except that such boards shall consist of 3 members.¹⁴

¹ Sch. Laws of 1883, sec. 3995.

² *Ibid.*, sec. 3996.

³ *Ibid.*, secs. 4002, 4006.

⁴ *Ibid.*, sec. 4074.

⁵ *Ibid.*, sec. 4059.

⁶ *Ibid.*, sec. 4065.

⁷ *Ibid.*, sec. 4066.

⁸ *Ibid.*, secs. 4067, 4068.

⁹ *Ibid.*, sec. 4069.

¹⁰ *Ibid.*, sec. 4071.

¹¹ *Ibid.*, sec. 4073.

¹² *Ibid.*, sec. 4077.

¹³ *Ibid.*, sec. 4081.

¹⁴ *Ibid.*, sec. 4034.

The fees received from applicants for examination are paid to the treasurer of the district to be applied to the support of teachers' institutes.¹

TEACHERS' INSTITUTES.

A teachers' institute may be organized in any county by the association of not less than 30 practical teachers of common schools residing therein; such institute shall appoint a secretary, and also a committee to manage the affairs of the institute, who shall be under a bond, with sureties, in double the amount of the institute fund in the county treasury.²

When a teachers' institute has not been held within two years in any county, the State commissioner may hold such institute.³

The board of education of each city district of the first class may provide for holding an institute yearly; if not held, the institute fund shall be given to the county to be used for the county institute.⁴

An association of teachers of several adjacent counties may organize an institute, and the boards of all city, village, and special districts within such counties may contribute from the institute and contingent fund to defray the expenses thereof, and may permit teachers employed by them to attend the institute one week.⁵

All institutes held under these provisions, except the institute provided for by the preceding section, shall continue at least four days and shall report to the commissioner of common schools.⁶

SCHOOLS.

The school year shall begin on the 1st day of September of each year, and close on the 31st day of August of the succeeding year; and a school week shall consist of five days and a school month of four school weeks.⁷

All unmarried youth between 6 and 21 years are of school age.⁸

Each board of education shall establish a sufficient number of schools to provide for the free education of the youth of school age; and each township board of education shall establish at least one primary school in each subdistrict under its control.⁹

The board may organize separate schools for colored children when it will be for the advantage of the district.¹⁰

The board of any district in which there is a "children's home," or orphans' asylum, or county infirmary, shall establish in such home, asylum, or infirmary a separate school, so as to afford, as far as practicable, the advantages of a common-school education; such schools are under the immediate control of the respective directors of said institutions, subject to the same laws that guide boards of education and other school officers.¹¹

In any district composed in whole or in part of a city or village the board may provide a suitable number of evening schools.¹²

Each board shall determine the studies to be pursued and the text-books to be used in the schools under its control; but no text-book shall be changed within 3 years after its adoption, without the consent of three-fourths of all the members of the board at a regular meeting; and all branches shall be taught in the English language.¹³

The board of any district shall cause the German language to be taught when a demand is made in writing by 75 resident freeholders, representing not less than 40 pupils.¹⁴

Attendance of pupils upon the public schools is enforced, unless good and sufficient reasons are presented.¹⁵

It is unlawful to employ children who have not attended school.¹⁶

It is the duty of the board to ascertain the condition of children who are not at school.¹⁷

The board may supply pupils with books when parents or guardians satisfactorily declare their inability. The penalties for violating any provisions relative to attendance are not less than \$2 nor more than \$5 for the first offense, nor less than \$5 nor more than \$10 for each subsequent offense.¹⁸

Any board of education may establish one or more schools of higher grade than the primary schools.¹⁹

CINCINNATI AND TOLEDO UNIVERSITIES.

The common council of the city of Cincinnati may accept educational trusts for the purpose of funding, maintaining, and aiding a university or other institution for the promotion of free education.²⁰

¹ Sch. Laws of 1883, sec. 4083.

² *Ibid.*, sec. 4086.

³ *Ibid.*, sec. 4090.

⁴ *Ibid.*, sec. 4092.

⁵ *Ibid.*, sec. 4093.

⁶ *Ibid.*, sec. 4094.

⁷ *Ibid.*, sec. 4016.

⁸ *Ibid.*, sec. 4030.

⁹ *Ibid.*, sec. 4007.

¹⁰ *Ibid.*, sec. 4008.

¹¹ *Ibid.*, sec. 4010.

¹² *Ibid.*, sec. 4012.

¹³ *Ibid.*, sec. 4020.

¹⁴ *Ibid.*, sec. 4021.

¹⁵ *Ibid.*, sec. 4023.

¹⁶ *Ibid.*, sec. 4024.

¹⁷ *Ibid.*, sec. 4025.

¹⁸ *Ibid.*, sec. 4027.

¹⁹ *Ibid.*, sec. 4009.

²⁰ *Ibid.*, sec. 4095.

The custody and management of all trust funds for said purposes shall be committed to a board of 19 directors, of whom the mayor shall be one, and the others shall be appointed by the common council from persons of approved fitness, citizens of the city, six of whom shall be nominated by the board of education, and 12 by the superior court of said city.

The term of office of each director is six years.¹

The directors possess all power as to the government, conduct, and control of said institution.²

The children, wards, or apprentices of the citizens of said city shall not be charged for admission or instruction.³

A tax not exceeding one-tenth of 1 mill on the dollar may be levied on the taxable property of the city for the support of said institution.⁴

The provisions of this chapter shall be applicable to the city of Toledo, except that the board of directors shall consist of 13 members and the rate of taxation shall not exceed one-half of 1 mill.⁵

OREGON.

ESTABLISHMENT OF PUBLIC SCHOOLS.

The Legislative Assembly shall provide by law for the establishment of a uniform and regular system of common schools.⁶

LEGAL SCHOOL POPULATION.

Schools supported by a tax upon districts are free to all resident persons, between the ages of 6 and 21 years; but a census of all resident persons between the ages of 4 and 20 is reported, annually, by the clerks of the district boards of directors to the county superintendent and reported by him to the State superintendent.⁷

MINIMUM LENGTH OF SCHOOLS.

Districts must maintain school at least 60 days in each year or forfeit their share of the school money.⁸

PRESCRIBED STUDIES.

It is the duty of every teacher to give, and of every board of school directors to cause to be given, to all pupils, suitable instruction in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.⁹

STATE SUPERVISION.

The Governor, secretary of State, and superintendent of public instruction constitute the State board of education, which meets semi-annually, and has the power to authorize a series of text-books to be used in the public schools, to prescribe a series of rules for the general government of the public schools, and to sit as a board of examination¹⁰ and to grant life diplomas, State certificates, and two grades (1 and 2) of certificates of the same force as those granted by county superintendents.

The State superintendent of public instruction is elected by the people quadrennially.

He acts as secretary of the State board, exercises a general superintendence of the county and district school officers and the public schools of the State; superintends the printing and transmission of such blanks, forms, rules and regulations as the State board may authorize; holds once each year a teachers' institute in each judicial district, and a State teachers' association; issues, under the direction of the State board, circulars to each county superintendent asking what text-books he prefers, and announces the result of the votes and reports, biennially, to the Legislative Assembly.¹¹

The Governor, secretary of State, and State treasurer constitute a board of commissioners for the sale of school and university lands, and for the investment of the funds arising therefrom.¹²

STATE SCHOOL TAX AND STATE SCHOOL FUND.

The county courts of the several counties of the State are required to levy for school purposes at the same time they levy other taxes, a tax of 4 mills on the dollar upon all the taxable property in their county, which tax is collected as other taxes.¹³

"The proceeds of all lands which have been or may hereafter be granted to the State for educational purposes (except lands granted to aid in the establishment of a university); all lands and proceeds of property which may accrue to the State by

¹ Sch. Laws of 1833, sec. 4098.

² *Ibid.*, sec. 4099.

³ *Ibid.*, sec. 4100.

⁴ *Ibid.*, sec. 4104.

⁵ *Ibid.*, sec. 4105.

⁶ Const. of 1857, art. 8, sec. 3.

⁷ Sch. Laws of 1882, title 4, sec. 46,

49, 54, and title 3, sec. 25.

⁸ Sch. Laws, of 1886, sec. 42, 61.

⁹ *Ibid.*, sec. 50.

¹⁰ *Ibid.*, title 2, sec. 15 *et seq.*

¹¹ *Ibid.*, title 1, sec. 1 *et seq.*

¹² Const., art. 8, sec. 5.

¹³ *Ibid.*, title 3, sec. 23.

escheat or forfeiture; all moneys paid as exemption from military duty; the proceeds of all gifts, devises and bequests made to the State for common-school purposes; the proceeds of all property granted to the State when the purposes of such grant are not stated; all the proceeds of the 500,000 acres of land to which the State is entitled by act of Congress (1841), and also 5 per cent. of the net proceeds of the sales of the public lands to which the State shall become entitled on her admission into the Union (if Congress shall assent to such appropriation of the two last grants mentioned) shall be set apart as a separate and irreducible common-school fund, the interest of which, together with all other revenues derived from the school lands, shall be exclusively applied to the support and maintenance of common schools in each school district and purchase of suitable libraries and apparatus therefor."¹

"To the school fund the act of 1878 added 10 per cent. of all moneys received after 1878 from the sale of swamp, overflowed, and tide lands granted to the State by the United States."²

The income of the common-school fund is distributed by the State superintendent³ among the several counties of the State in proportion to the number of children resident therein between the ages of 4 and 20 years.

Of the school money in the treasury of any county, collected in pursuance of the levy of the county court, the county superintendent in April and August of each year apportions \$50 to each district of the county that has reported to him, as required by law, and all the balance of school money, of whatever nature, is apportioned by him among the districts of the county, in proportion to the number of resident persons in the districts between the ages of 4 and 16 years of age.

But, if at the time of making these apportionments, there is not enough money in the treasury to pay \$50 to each district, then he shall apportion all the money then in the treasury, pro rata, among the districts which have reported to him according to law.

As soon as he makes such apportionment, he draws orders on the treasurer in favor of the districts for their respective shares, and transmits the same to the clerks of the districts.⁴

EDUCATION OF TEACHERS.

Four State normal schools are established by special acts of the Legislature, and are authorized to grant diplomas.

Modern training schools for professional practice in teaching must be maintained in these normal schools, and all normal students may have the privilege of training in the same.⁵

Besides these, teachers' institutes are also held.⁶

EDUCATION OF DEFECTIVE, DEPENDENT, AND DELINQUENT CHILDREN.

Annual appropriation is made for the maintenance of the Oregon Institute for the Blind, in which all blind persons, residents of the State, of sound mind and in good health are entitled to free education for two years, or (by authority of the State board of education, which is made a board of trustees for said institute) for a longer time.

Non-residents of the State may be received as pupils on the payment of \$250 in gold coin, annually, in advance.⁷

A school for the education of deaf-mutes was created by act of the Legislature, approved Oct. 25, 1880.

COUNTY SUPERVISION.

The county superintendent is elected biennially by the people. He lays off his county into school districts, and keeps a record of the boundaries and number of the same, apportions the school money, and takes care of the school lands of his county; examines teachers, and grants certificates; visits schools; receives reports from school districts; makes an annual financial report to the county court and an annual report to the State superintendent.

A county superintendent failing to perform his duties is liable to a fine of \$100, and if he fail to report to the State superintendent he may be removed from office by the county court.⁸

TEXT-BOOKS.

The State superintendent, under the direction of the State board of education, issues to each county superintendent a circular letter containing a list of studies required to be taught in the public schools, together with the wholesale price of all books in said list.

Each county superintendent writes opposite each study the text-book or series of text-books preferred.

¹ Const. of 1857, art. 8, secs. 2, 4.

² Laws of 1878, sec. 21.

³ Sch. Laws of 1886, ec. 13.

⁴ *Ibid.*, sec. 25.

⁵ Acts of Leg., Feb. 6 and 26, 1885.

⁶ Sch. Laws of 1886, sec. 4.

⁷ Act of Leg., Oct. 21, 1876.

⁸ Sch. Laws of 1886, sec. 21, *et seq.*

The text-books or series of text-books in any one branch receiving the majority of all the votes of the county superintendents, shall be the authorized text-books or series of text-books in that branch in the public schools of the State for four years.¹

LOCAL SUPERVISION.

Each district elects 3 directors (1 annually) for 3-year terms, and also a district clerk, who holds office for 1 year.

The directors authorize the collection of district taxes; purchase, lease, or build school-houses and furnish the same when authorized to do so by a vote of the district; see that the wishes of the district toward outside scholars are respected; employ teachers and assist them in the government of the school; audit claims against the district and draw orders on the clerk for the amount; require a bond of the district clerk; examine and correct the assessment roll; levy rate bills, and perform such other duties as the wants of their district may demand; and if they neglect to perform their duties they shall forfeit their office and pay a fine of \$10, subject to a majority vote of the district.

The directors of districts containing 10,000 inhabitants or more may provide that one or more schools shall be taught in the German language.

Women who are widows, who have educable children and taxable property in the district, and who have resided in the district 30 days, are entitled to vote at district-school meetings.

It is the duty of the district clerk to record all proceedings; to give notice of annual and special meetings; when any tax is levied by the district, to make an assessment roll of taxable property; to collect district-school taxes; to make an annual report to the county superintendent; to keep an account of all moneys received and paid out by him; to send list of district school officers to the county superintendent; to act as secretary of all district meetings; and to make out rate bills for tuition and collect the same.²

Any city or town containing 10,000 inhabitants constitutes 1 school district and elects 5 school directors, 1 annually, for 5-year terms.

It is the duty of this board to employ a city superintendent of schools; to employ teachers, janitors, carpenters, etc., and fix their compensation; to prescribe courses of study and make rules and regulations for the government of said district; to choose text-books, additional to those authorized by the State; to create a board of examiners; to lease, build, and furnish school-houses; to provide polling places for school elections; to make annual report to the tax-payers of the district; to fix the rate of tuition of non-resident pupils.

Any qualified voter at school elections is eligible to the office of school director in such districts.³

TEACHERS.

Teachers of the public schools, selected and paid by the school districts, must hold valid certificates.

The county superintendent examines applicants for teachers' certificates in the following branches: Orthography, reading, writing, mental and written arithmetic, English grammar, geography, modern history, theory of teaching, physiology and hygiene.⁴

LOCAL TAXES.

District meetings, legally called, have the power to levy a tax upon all real and personal property in the district, and make any necessary appropriation for the support and benefit of schools.⁵

PENNSYLVANIA.

ESTABLISHMENT OF PUBLIC SCHOOLS.

"The General Assembly shall provide for the maintenance and support of a thorough and efficient system of public schools, wherein all the children of this Commonwealth above the age of 6 years may be educated, and shall appropriate at least \$1,000,000 each year for that purpose.

Women 21 years of age and upwards shall be eligible to any office of control or management under the school laws of this State."⁶

No money raised for the support of public schools of the State shall be appropriated to, or used for the support of any sectarian school.⁶

Every township, borough, or city constitutes a school district, but independent districts may be formed when 20 or more taxable inhabitants of any township or townships desire and petition for the formation of the territory upon which they reside into a separate common-school district.⁷

¹ Sch. Laws of 1886, sec. 10.

² *Ibid.*, sec. 24, *et seq.*

³ *Ibid.*, title 7, sec. 1, *et seq.*

⁴ *Ibid.*, secs. 25, 48.

⁵ *Ibid.*, sec. 41.

⁶ Const. of 1873, art. 10, secs. 1, 2, 3.

⁷ Sch. Laws, secs. 1, 4.

No minor under 13 years of age shall be employed in cotton, woolen, silk, paper, bagging, or flax factories; any owner or employer of, or in any of said factories, or agents therefor, wilfully or knowingly employing any such minor shall pay a fine of \$50 for each offense. No minor between the ages of 13 and 16 years shall be employed in such factories longer than 9 calendar months in any one year, and who shall not have attended school at least 3 consecutive months within the same year.¹

No boy shall be employed in any mine unless proof be given that he is 12 years old.²

LEGAL SCHOOL POPULATION.

The legal school age is from 6 to 21 years.³

MINIMUM LENGTH OF SCHOOL YEAR.

The schools of every district must be kept open at least 5 months in the year, unless the maximum amount of tax allowed by law to be levied for school purposes is insufficient to keep them open for that length of time.⁴

Twenty days constitute a school month.⁵

PRESCRIBED STUDIES.

In every district there must be taught orthography, reading, writing, English grammar, geography, arithmetic, physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system, and such other branches as the board of directors or comptrollers may require.⁶

STATE SUPERVISION.

The State superintendent of public instruction is appointed by the Governor, with the advice and consent of two-thirds of the members of the senate. He holds his office for 4 years; decides, without appeal, all controversies or disputes which may be referred to him; gives advice, explanations, construction, or information relative to common-school law; signs orders on the State treasurer; apportions the State appropriation for schools; prepares and distributes blank forms; may appoint one of his clerks a deputy superintendent; may remove county superintendents and appoint others in their stead, until the next triennial convention of directors; and reports, annually, to the Legislature.⁷

STATE APPROPRIATION.

The amount of State appropriation due each district is based upon the number of taxable citizens, as certified by the county commissioners at each triennial assessment, and is paid by warrant of the State superintendent, on the receipt at the department of public instruction of the certificate of the president and secretary, approved by the county superintendent, that the schools have been kept open "according to law, &c.," accompanied by the statistical report of the school operations during the year.⁸

EDUCATION OF TEACHERS.

State aid is given to 12 normal schools in as many "normal-school districts." The purpose of these schools is to train young men and young women as teachers for the common schools of the State, and to be entitled to the benefits of State aid each school must have at least 6 professors of liberal education and known ability; must have buildings containing a hall of sufficient size to seat at least 1,000 persons, and class rooms and lodging rooms for at least 300 students; must have at least 10 acres of ground; must have a library and a model school; must admit 1 student alternately, male and female, from each common-school district within the counties composing its normal district, at a cost fixed by the trustees of the several schools.⁹

County teachers' institutes are also held, for a term of at least 5 days annually, in each county of the State.

Special institutes are also held in the cities of Philadelphia, Pittsburgh, and Altoona;¹⁰ and cities of the third class may hold annual teachers' institutes, not subject to the authority of the county superintendent.¹¹

EDUCATION OF DEFECTIVE, DEPENDENT, AND DELINQUENT CHILDREN.

Provision is made by law for the education and care of destitute, friendless, and vagrant children between the ages of 4 and 16 years.¹²

The board of school directors of any school district having more than 20,000 inhabitants, and having within the limits of the city or township, in which the

¹ Sch. Laws, sec. 220.

² *Ibid.*, sec. 222.

³ *Ibid.*, sec. 47.

⁴ *Ibid.*, sec. 88.

⁵ *Ibid.*, p. 264.

⁶ *Ibid.*, sec. 147.

⁷ Const. of 1873, art. 4, sec. 8, and Sch. Laws, 135, *et seq.*

⁸ Sch. Laws, sec. 140, and dec. 153, p. 72, of same.

⁹ *Ibid.*, secs. 180, 181, 197.

¹⁰ *Ibid.*, sec. 166.

¹¹ Act of Leg., June 26, 1885.

¹² Sch. Laws, sec. 223, *et seq.*

school district is, 8 or more deaf-mute children of proper age for attending school is authorized to open and maintain a special school for the education and training of such deaf-mutes; and deaf-mute children from other school districts may be sent to this school, provided such other districts pay their proportionate share of the expense of the school, not to exceed \$150 for each child for 1 year; such school to be a part of the common-school system of the district.¹

The school boards are authorized to provide books and apparatus for the instruction of indigent blind children between the ages of 9 and 13 years, at annual cost for each of not more than \$12.²

EDUCATION IN HIGHER AND PROFESSIONAL STUDIES.

In cities of the second class the central board of education has the power to establish and maintain one or more schools for the instruction of pupils in the useful branches of the mechanic arts and kindred subjects.³

Colleges and academies receiving aid from the State must annually submit a report showing their general condition to the State superintendent.⁴

COUNTY SUPERVISION.

The county superintendent of common schools is elected triennially by the school directors of each county; no person is eligible to the office of county, city, or borough superintendent in any county of the State, who does not possess a diploma (from a college legally empowered to grant literary degrees), a diploma or State certificate issued by a State normal school, a professional certificate from a county, city, or borough superintendent of good standing, issued at least 1 year before the election, or a certificate of competency from the State superintendent; nor shall any person be eligible unless he is of good moral character and has had successful experience in teaching within 3 years of the time of his election.⁵

The county superintendent visits and inspects the schools of his county and causes the prescribed studies to be taught; reports failures to make provision for instruction in physiology and hygiene; examines teachers and grants certificates of qualification; conducts teachers' institutes, and reports annually to the State superintendent.⁶

TEXT-BOOKS.

The school directors or comptrollers of districts select the series of text-books, not to be changed more than once in 3 years.⁷

School directors or comptrollers may purchase text-books for use in the public schools of their respective school districts out of the school funds of the district, and when so procured the necessary books shall be supplied, free of cost, to each pupil, to be returned at the close of the annual school term in each year, or as the board may direct.⁸

LOCAL SUPERVISION.

Every district elects 6 school directors, except consolidated wards of boroughs and cities, where 3 are elected in each ward, and other cases specially provided for by local statute.

They are elected one-third annually, and hold office for 3 years.⁹

Each board of school directors, and each board of comptrollers in cities and boroughs, shall choose a president and a secretary, who may or may not be members of the board.¹⁰

The boards provide for the establishment of the schools, and have the power to grade the same; affix fire escapes to school buildings 3 or more stories high; transfer pupils to other districts; establish joint schools on or near county or township line; may borrow money for erecting school-houses or purchasing grounds for the same.¹¹

They direct what branches of learning are to be taught in the schools and what books shall be used; provide cases for books in school libraries; may establish evening schools; visit all the schools of their respective districts, and exercise a general supervision of the same.¹²

In any city, borough, or township, having more than 5,000 inhabitants, the school directors may elect a city, borough, or township superintendent, who shall hold office for 3 years; if such election be held the State superintendent must be given the name and address of the person so elected; and such city, borough, or township shall not then be subject to the authority and jurisdiction of the county superintendent, except in the matter of holding the annual teachers' institutes.

Such city, borough, or township superintendents perform, within the limits of their several jurisdictions, all the duties enjoined upon county superintendents, and dis-

¹ Sch. Laws, sec. 48.

² *Ibid.*, sec. 50.

³ Act of Leg., June 25, 1885.

⁴ Sch. Laws, sec. 206.

⁵ *Ibid.*, secs. 149, 152.

⁶ *Ibid.*, sec. 146 *et seq.*

⁷ *Ibid.*, secs. 70, 71.

⁸ Act of June 25, 1885.

⁹ Sch. Laws, sec. 24.

¹⁰ *Ibid.*, sec. 35.

¹¹ *Ibid.*, sec. 47 *et seq.*

¹² *Ibid.*, secs. 66, 69, 210. Act of May 22, 1833.

charge such other duties as the by-laws, rules, and regulations of the respective boards of directors may require; and must report, monthly, to the department of common schools, such facts relating to the schools under their charge as the State superintendent may require.¹

SCHOOL-HOUSES.

The school directors cause suitable lots of ground to be procured, and suitable buildings to be erected, purchased, or rented for school-houses, and supply the same with the "proper convenience and fuel."²

TEACHERS: HOW SELECTED AND PAID.

The school directors appoint the teachers of the common schools in the districts, fix the amount of their salaries, and may dismiss them at any time for incompetency, cruelty, negligence, or immorality.³

After teachers make out and file with the board of directors or comptrollers their monthly reports, they are paid by drafts on the district treasurer, signed by the president and attested by the secretary of the board.⁴

All teachers in the public schools must have valid certificates; and no teacher shall be employed in teaching any branch of learning other than those enumerated in his or her certificate, nor shall a certificate be granted to any person who is in the habit of using as a beverage any intoxicating drinks.⁵

LOCAL TAXES.

For the support of public schools, the school directors or comptrollers of every district annually determine the amount of tax necessary, and levy and apportion this tax according to the valuation of proper subjects and things made taxable.

Directors (or comptrollers in cities or boroughs where the school property is vested in them) may annually levy a special tax not exceeding the regular annual school tax for such year, to be applied solely to the purpose of purchasing or paying for the ground, and the building and erection of school buildings thereon. The highest tax which can be levied in a district in any one year for school purposes is 26 mills on the dollar—13 mills for school purposes, and 13 mills for building purposes.⁶

Besides the above there are: 1. A rate tax on such trades, occupations, professions, and salaries, and emoluments of office as will yield over \$1 by the rate on its valuation. 2. A minimum occupation tax of \$1 on all resident male taxable persons, over 21 years old, whose assessed occupation, salary or emoluments of office when multiplied by the rate levied for school purposes will not produce at least \$1.⁷

RHODE ISLAND.

ESTABLISHMENT OF PUBLIC SCHOOLS.

It shall be the duty of the General Assembly to promote public schools and to adopt all means which it may deem necessary and proper to secure to the people the advantages and opportunities of education.⁸

No person can be excluded from any public school in the district to which such person belongs, if the town is divided into districts, or if not so divided, from the nearest public school, on account of race or color, or for being over 15 years of age, nor except by force of some general regulation applicable to all persons under the same circumstances, but no person can attend any public school unless such person has been vaccinated.⁹

"All the public schools of the State, including the State Normal School, are open to children of officers and soldiers belonging to the State, mustered into the service of the United States and of those persons belonging to the State and serving in the navy of the United States, and who died in said service during the late war, or who were discharged therefrom in consequence of wounds or disease contracted in said service, or who were killed in battle, without any cost or expense for taxes or other charges imposed for the purpose of public education."¹⁰

Every person having under his control a child between the ages of 7 and 15 years must cause such child to attend, for at least 12 weeks, annually (at least 6 of which must be consecutive), some public day school in the town in which the child resides, unless the child is physically or mentally disqualified to receive instruction, or is educated by other means for a like period of time, or has already acquired a knowledge of the elementary branches taught in the public schools.

For every neglect of such duty a fine not exceeding \$20 is imposed.

No child under 10 years of age shall be employed in any manufacturing or mechanical establishment of the State, and no child under 14 years of age shall be so em-

¹ Sch. Laws, sec. 176 *et seq.*

² *Ibid.*, sec. 51.

³ *Ibid.*, sec. 67.

⁴ *Ibid.*, sec. 68, 76.

⁵ *Ibid.*, sec. 162 and decision 112 (pp. 54, 129).

⁶ *Ibid.*, 88 *et seq.*

⁷ *Ibid.*, sec. 93 *et seq.*

⁸ Const., art. 12, sec. 1.

⁹ Sch. Man. of 1882, chap. 61 sec. 1, 14.

¹⁰ *Ibid.*, chap. 61, sec. 13.

ployed except during the vacations of the public schools, unless during the year next preceding such employment he shall have attended school at least 12 weeks.¹

LEGAL SCHOOL POPULATION.

The town clerks (or some person whom the board of aldermen of any city or the town council of any town shall appoint for the purpose) take or cause to be taken annually, in January, a census of all person between the ages of 5 and 15 years, inclusive, residing within the limits of their respective towns on the 1st day of said January.

The returns of the census must be placed in the hands of the school committee on or before the 1st day of March in each year, and the receipt of the chairman or clerk of the school committee to the effect that the returns have been received, must be forwarded to the commissioner of public schools before he shall draw his order for the payment of any of the public money to that town.²

MINIMUM LENGTH OF SCHOOL YEAR.

Public schools must be maintained at least 6 months in each year or forfeit appropriations.³

PRESCRIBED STUDIES.

The school committees of the several towns must make provision for the instruction of the pupils in all the schools supported wholly or in part by public money, in physiology and hygiene, with special reference to the effects of alcoholic liquors, stimulants, and narcotics upon the human system.⁴

STATE SUPERVISION.

The general supervision of the public schools of the State, with such high schools, normal schools, and normal institutes as are or may be established and maintained wholly or in part by the State, is vested in a State board of education, consisting of the Governor and the lieutenant-governor and of one other member from each county except Providence, which has two.

The board elects the commissioner of public schools.

Two members of the board are elected annually by the General Assembly for 3-year terms.

The Governor is president and the commissioner of public schools is secretary of the State board.

The board meets quarterly, prescribes rules and regulations for carrying into effect the laws in relation to public schools; may cause to be paid annually to, and for the use of each free library in the State for the purchase of books therefor, a sum not exceeding \$50 for the first 500 volumes in such library, and \$25 for each additional 500 volumes therein (such annual payment to any one library, however, must not exceed \$500); makes rules prescribing the character of books in such library and regulating its management; and makes an annual report to the General Assembly.

The commissioner of public schools is elected annually; visits schools; may employ a clerk; shall, under the direction of the State board, recommend and bring about, as far as practicable, a uniformity of text-books; apportion school moneys; assists in the establishment of and selection of books for school libraries, and makes an annual report to the State board of education.

STATE SCHOOL FUND.

The money which now is or which may hereafter be appropriated by law for the establishment of a permanent fund for the support of public schools shall be securely invested and remain a perpetual fund for that purpose.⁵

The sum of \$120,000 is annually paid out of the income of the permanent school fund and from other money in the treasury for the support of public schools in the several towns, and is apportioned by the commissioner as follows: The sum of \$100 is apportioned for each school, not to exceed 15 in any town; the remainder is apportioned in proportion to the number of children from 5 to 15 years of age, inclusive, in the several towns.⁶

The money so apportioned is applied to the wages of teachers exclusively, and no town shall receive any part of such State appropriation unless it shall raise by tax for the support of public schools a sum equal to the amount it may receive from the treasury for the support of public schools.

Whenever the public schools are maintained by district organization the town committee apportions equally among the districts located in each, the whole of the town's proportion of the \$120,000 received from the State, and in addition thereto at least one-fourth as much more from the town appropriation for the support of public schools.

¹ Act of 1883, sec. 1; Stat., secs. 363, 467 *et seq.*

² *Ibid.*, chap. 50, secs. 10, 12.

³ Sch. Man. of 1882, chap. 56, sec. 16.

⁴ Stat., chap. 415, sec. 1.

⁵ Const., art. 12, sec. 2.

⁶ Stat., chap. 429, sec. 1 *et seq.*

The remainder of the town appropriation, and the moneys received from registry and dog taxes and from other sources, is divided into two equal parts, one of which is apportioned to the districts according to the average attendance of the preceding year; the other part is apportioned at the discretion of the committee; provided that the total apportionment to any one district shall not be less than \$180.¹

An annual appropriation is made for the support and maintenance of evening schools in the several towns of the State, under the general supervision of the State board of education, which shall apportion said appropriation.²

EDUCATION OF TEACHERS.

The Normal School is under the management of the board of education and the commissioner of public schools as a board of trustees.

The tuition in said school is free to all applicants passing a satisfactory examination and giving satisfactory evidence of their intention to teach in the public schools of the State for at least 1 year after leaving said school.

The trustees grant diplomas to those who finish the regular course of studies at the normal school, and may examine applicants to teach and grant certificates to those found qualified.

A sum not exceeding \$500 is annually paid for defraying the necessary expenses and charges for teachers and lecturers for teachers' institutes, to be held under the direction of the commissioner of public schools; and a sum not exceeding \$300 is annually appropriated for publishing and distributing educational publications and providing lectures on educational topics.³

EDUCATION OF DEFECTIVE, DEPENDENT, AND DELINQUENT CHILDREN.

The sum of \$6,000 is annually appropriated out of the general treasury for the education of the indigent blind of the State at the Perkins Institution for the Blind, at South Boston, Mass.; for the education of indigent deaf-mutes of the State at the American Asylum, at Hartford, Conn., or at the State School for the Deaf, at Providence; and for the education of such indigent idiotic and imbecile persons of the State at institutions now established within or without the State for the education and improvement of such idiotic and imbecile persons.

A sum not exceeding \$3,000 per annum is also appropriated for the maintenance of a day school for the education of the deaf and semi-deaf children of the State, which the State board of education was authorized to establish by sec. 1, chap. 291, R. I. Statutes.

The State board of education was authorized by act of the General Assembly of 1834 to establish and maintain a State home and school for neglected children. The State board constitutes the board of control of said institution.

The town council of education and the city council of each city shall make needful provisions and arrangements concerning habitual truants and children wandering about in the streets and public places, having no lawful occupation or business, not attending school and growing up in ignorance; and shall make such ordinances as will be most conducive to the welfare of such children and to the good order of such town; and shall designate or provide suitable places for the confinement, discipline, and instruction of such children.

Every minor convicted under such ordinance shall be committed to some institution so provided, for a period not exceeding 2 years.⁴

EDUCATION IN HIGHER AND PROFESSIONAL STUDIES.

State scholarships in Brown University (to which the land scrip granted by the United States to the State of Rhode Island for the establishment of an agricultural college was assigned by resolution, 1863) are awarded to young men of the several towns who have not the means of educating themselves.

Such young men are nominated by the senators and representatives of the several towns, and the selections are made by the Governor and secretary of State acting with the president of the university.⁵

The sum of \$1,000 is annually appropriated to the Rhode Island School of Design.⁶

LOCAL SUPERVISION.

Every town must establish and maintain a sufficient number of public schools under the management of the school committee, subject to the supervision of the commissioner of public schools.

Any town may be divided by a vote thereof into school districts; but any town may abolish all the school districts therein, and may increase the number of the school committee to a number not exceeding 7.

¹ Stat., chap. 436, sec. 1.

² Ibid., chaps. 49, 429.

³ Ibid., chap. 59, sec. 1 *et seq.*

⁴ Ibid., chaps. 78, 363, 457.

⁵ Ibid., chap. 396, sec. 1.

⁶ Ibid., chap. 406, sec. 4.

The school committee of each town consist usually of 3 members, elected, one-third annually, for 3-year terms.

The school committee, annually, elect a superintendent of the public schools of the town, who performs, under the advice and direction of the committee, such duties and exercises such powers as they may assign him.

The school committee meet at least four times a year; may alter and discontinue districts; may establish schools where school district fails to do so; locate school-houses; may examine applicants for the situation of teacher in the public schools, or appoint persons to so examine them; and may annul certificates; visit schools; make and put up in each school-house rules and regulations for the attendance and classification of the pupils, for the introduction and use of text-books, and works of reference, and for the government of the public schools; and prescribe the studies to be pursued therein under the direction of the commissioner of public schools; may suspend pupils; apportion school money; may allow scholars residing in one district to attend school in another district; report annually to the commissioner of public schools.

Each school district elects, annually, a moderator, a clerk, a treasurer, a collector, and either one or three trustees.

Any two or more adjoining school districts may establish a school for older and more advanced children of such districts, or may unite into one district for the purpose of supporting schools; and any district may devolve all the powers and duties relating to the public schools in the district on the school committee.¹

The trustees of school districts have custody of the school-house and other district property; employ and pay the teachers; provide school-rooms and fuel; may allow scholars from without the town or State to attend the public schools of the district on such terms as they may determine; visit schools; see that the scholars are supplied with books; make out tax bills; and make all required returns to the school committee, and perform all other lawful acts required of them by the district.²

SCHOOL-HOUSES AND OTHER SCHOOL PROPERTY.

School-houses are provided by the authorities of the towns or school districts.

The State appropriates \$3,000 annually, for the purchase of dictionaries, encyclopædias, and other works of reference, maps, globes, and other apparatus for the use of the public schools of the State.³

TEACHERS.

No person can be employed by any trustee to teach as principal or assistant in any public school unless he has a certificate of qualification signed either by the school committee of the town or by some person appointed by said committee or by the trustees of the normal school.⁴

LOCAL TAXES.

Towns may grant and vote such sums of money as they shall judge necessary for the support of schools, purchase of sites for, and the building and repair of school-houses, and for the maintaining of school libraries.

Any town having, by taxation, established a free public library may, annually, appropriate a sum not exceeding 20 cents on each \$1,000 of its ratable property for the maintenance and increase of such library, and every town, not owning a free public library, may, at the annual town meeting, appropriate a sum not exceeding 20 cents on each \$1,000 of ratable property for the maintenance and increase of any public library therein.⁵

Every district may raise money by tax on the ratable property of the district to support public schools or to build or repair school-houses, provided the amount of the tax be approved by the school committee of the town.⁶

SOUTH CAROLINA.

CONSTITUTIONAL PROVISIONS REGARDING EDUCATION.

The supervision of public instruction shall be vested in a State superintendent of education.⁷

There shall be elected in each county one school commissioner to constitute in the aggregate a State board of education of which the State superintendent shall be chairman.⁸

The General Assembly shall provide for a liberal and uniform system of free public schools throughout the State. There shall be kept open, at least 6 months in each year, one or more schools in each district.⁹

¹ Stat., chap. 15, sec. 10.

² *Ibid.*, chaps. 51, 55; also decision No. 77, p. 159, Sch. Man. of 1882.

³ *Ibid.*, chap. 49, sec. 7.

⁴ *Ibid.*, chap. 57.

⁵ *Ibid.*, chaps. 34, 395.

⁶ *Ibid.*, chaps. 51, 57, secs. 4, 7.

⁷ Const. of 1868, art. 10, sec. 1.

⁸ *Ibid.*, sec. 2.

⁹ *Ibid.*, sec. 3.

It shall be the duty of the General Assembly to provide for the compulsory attendance, at either public or private schools, of all children between the ages of 6 and 16 years not physically or mentally disabled for a term equivalent to 24 months, at least.¹

The General Assembly shall levy an annual tax on all taxable property throughout the State for the support of public schools. There shall be assessed on all taxable polls in the State an annual tax of \$1 each, to be applied solely to educational purposes. The school tax shall be distributed among the several school districts in the State in proportion to the respective number of pupils attending the public schools. No religious sect or sects shall have exclusive control of any part of the school funds of the State, nor shall sectarian principles be taught in the public schools.²

There shall be a State normal school, open to all persons who may wish to become teachers.³

Educational institutions for the benefit of the blind, deaf and dumb, and other benevolent institutions shall be established and supported by the State, including a State reform school for juvenile offenders.⁴

The General Assembly shall provide for the maintenance of the State university, and by means of the land given to this State by act of Congress shall provide for the establishment of an agricultural college and may make the same a branch of the university.⁵

All the public schools, colleges, and universities of this State supported in whole or in part by the public funds shall be free and open to all the children and youths of the State without regard to race or color.⁶

The proceeds of all lands given by the United States to this State for educational purposes, and of all properties given by individuals or appropriated by the State for like purposes, and of all escheats, shall be invested and preserved as a State school fund, and the income thereof shall be appropriated for the purposes of free public schools.⁷

THE STATE SUPERINTENDENT OF EDUCATION.

The State superintendent of education is elected at each general election in the same manner as the other State officers. He gives a bond in the penal sum of \$5,000 with sufficient sureties; he is also sworn to fidelity, and takes in addition the oath with respect to duelling. His compensation is \$2,100 per annum, and \$1,200 are allowed him for clerk hire in his office.⁸

He has general supervision over all the free schools of the State, and shall visit every county in the State for the purpose of inspecting the schools, awaking an interest favorable to the cause of education, and diffusing as widely as possible by public addresses and personal communication with school officers, teachers, and parents, a knowledge of existing defects and of desirable improvements in the government and instruction of said schools.

He shall secure, by and with the advice of the State board of examiners, uniformity in the use of text-books throughout the State, and shall forbid the use of sectarian or partisan books and instruction in the public schools.⁹

He shall make a report through the Governor to the General Assembly at each regular session thereof.¹⁰

STATE BOARD OF EXAMINERS.

The State superintendent and 4 persons appointed by the Governor, by and with the advice and consent of the senate, to hold office for 2 years, shall constitute the State board of examiners. The State superintendent is, *ex officio*, chairman; his clerk is also clerk of the board.¹¹

The State board of examiners constitutes an advisory body to the State superintendent, and it has power to review all decisions of the county boards of examiners. Appeals to the State board must be made through the county board in writing, and the decision of the State board shall be final.¹²

The State board has power—

1. To adopt rules and regulations for its own government and for that of the free public schools.
2. To prescribe and enforce rules for the examination of teachers.
3. To prescribe a standard of proficiency before county boards of examiners.
4. To prescribe and enforce the course of study in the free public schools.
5. To prescribe and enforce uniformity of text-books, except in the city of Charleston: *Provided*, That it shall not have power, without the permission of the General Assembly, to change a text-book within five years from the date of its adoption.
6. To grant State teachers' certificates and to revoke them for cause.¹³

¹ Const. of 1865, art. 10, sec. 4.

² *Ibid.*, sec. 5.

³ *Ibid.*, sec. 6.

⁴ *Ibid.*, secs. 7, 8.

⁵ *Ibid.*, sec. 9.

⁶ *Ibid.*, sec. 10.

⁷ *Ibid.*, sec. 11.

⁸ Gen. Stat., title 9, chap. 19,

secs. 986, 989.

⁹ *Ibid.*, sec. 987.

¹⁰ *Ibid.*, sec. 988.

¹¹ *Ibid.*, sec. 993.

¹² *Ibid.*, sec. 995.

¹³ *Ibid.*, sec. 996.

The school board meets twice a year, and oftener if necessary, for the examination of teachers. The certificate issued by it authorizes the holders to teach in any of the free public schools, and they are valid for 2 years. They may be renewed with or without examination, at the discretion of the board.¹

COUNTY SCHOOL COMMISSIONERS.

In each county there is elected at each general election a school commissioner, who shall hold office until his successor is elected and qualified. He gives bond, with sureties, in the penal sum of \$1,000.²

The county commissioner is sworn to fidelity, and also takes the oath with respect to duelling.³

He shall acquaint himself with the character and condition of each school in his jurisdiction, noting deficiencies either in the government, classification of pupils, or methods of instruction, and observing the character and condition of the school-houses and the furniture. He shall encourage the formation of associations of teachers for common improvement, attending the meetings thereof, and contributing to their efficiency.⁴

He shall conform to the instructions of the State superintendent, and shall serve as the organ of communication between him and school authorities.⁵

He apportions, annually, the county-school fund among the several school districts.⁶

His compensation, not to exceed \$3 per day for actual service, is determined by the county board of examiners. He is also allowed a sum not to exceed \$100 for travelling expenses.⁷

All moneys disbursed by any county treasurer on account of school funds, or taxes, or poll-tax, shall be paid on the orders of the board of school trustees, countersigned by the county school commissioner.⁸

COUNTY BOARDS OF EXAMINERS.

In each county there is a board of examiners, composed of the school commissioner and 2 other persons appointed by the State board, who shall hold office for the term of 2 years. No person shall be appointed who is not competent to teach a first-grade school. The county board issues certificate, revocable for cause, setting forth the branches of learning which the holder is capable of teaching, and the examination is to be renewed every year. Members of board receive \$3 per diem for the number of days not exceeding 5 in each year.⁹

The county board of examiners constitutes an advisory body to the county commissioner, and also a tribunal for determining any matter of local controversy in reference to the construction or administration of the school laws. Either party to the controversy, however, may appeal to the State board of examiners.¹⁰

Each county board of examiners shall divide its county into convenient school districts and every school district shall be a body politic and corporate.

SCHOOL TRUSTEES.

Each county board of examiners appoints for each school district a board of 3 school trustees.

The trustees organize by appointing one of their number clerk of the board, who presides at official meetings and keeps a record of its proceedings.¹¹

The board of trustees has authority, subject to the supervision of the county board—

1. To provide suitable school-houses.
2. To employ teachers having regular certificates.
3. To suspend or dismiss pupils.
4. To call meetings of the people of the district.
5. To care for, manage, and control school property.
6. To visit the schools at least once in every term, and to see that they are conducted according to law and with the utmost efficiency.¹²

TEACHERS.

No teacher shall be employed in any of the free public schools without a certificate from the county board of examiners or from the State board.¹³

Each school teacher shall file with the clerk of the board of trustees, at the expiration of each school month, a complete report of the whole number of scholars ad-

¹Gen. Stat., title 9, chap. 19, sec. 997.

⁶Ibid., sec. 1002.

¹⁰Ibid., sec. 1007.

²Ibid., sec. 998.

⁷Ibid., sec. 1003.

¹¹Ibid., sec. 1009.

³Ibid., sec. 999.

⁸Ibid., sec. 1023.

¹²Ibid., secs. 1010, 1012.

⁴Ibid., sec. 1000.

⁹Ibid., secs. 1005, 1006.

¹³Ibid., sec. 1005.

⁵Ibid., sec. 1001.

mitted to the school during each school month, average attendance, branches taught, and the number of pupils engaged in studying each branch.

It shall not be lawful for a county commissioner nor for a trustee to receive pay as a teacher of a free public school.¹

NORMAL INSTITUTES.

The faculties of the State normal institutes shall have authority to grant certificates of qualification to teach in the free public schools, which shall be valid for 3 years. They shall also have authority to grant diplomas, which shall exempt the holders from further examination.

The State board shall prescribe the course of study and the standard of qualification.²

Each county commissioner shall, when deemed advisable by the county board of examiners, apportion from the income of the 2-mill tax a sum not exceeding \$200 to defray the expenses of teachers' institutes conducted under regulations prescribed by the State superintendent.³

SCHOOLS.

The school year begins, annually, on the 1st day of November, but each county board shall have power to limit the school term according to the school fund of its county.⁴

The school month consists of 20 school days, and this number shall be taken as the unit of computation in estimating the average attendance in the free public schools.⁵

In every public school there shall be taught, as far as practicable, orthography, reading, writing, arithmetic, geography, English grammar, history of the United States and of this State, the principles of the Constitution and laws of the United States and of this State, morals, and good behavior.⁶

TENNESSEE.

ESTABLISHMENT OF PUBLIC SCHOOLS.

It shall be the duty of the General Assembly in all future periods of this government to cherish literature and science. No public school shall allow white and negro children to be received as scholars together.⁷

There shall be established and maintained in this State a uniform system of public schools. The public-school system shall be administered by the following authorities: A State superintendent, county superintendents, and district school directors.⁸

LEGAL SCHOOL POPULATION.

The public schools are free to all persons between the ages of 6 and 21 years, residing within the school district; and in special cases those children residing in different districts may be educated in school, under such regulations as may be prescribed by the directors of the districts interested.

The school census is taken annually, in July, by the clerks of the school districts, and reported by them to the county superintendent.⁹

MINIMUM LENGTH OF SCHOOL YEAR.

Public schools must be kept open for at least five months in the year.¹⁰

PRESCRIBED STUDIES.

In every public school there must be taught orthography, reading, writing, arithmetic, grammar, geography, elementary geology of Tennessee, history of the United States; and vocal music may be taught therein. Other branches cannot be introduced except as provided for by local taxation, or they may be allowed by special regulations upon the payment of such rates of tuition as may be prescribed.¹¹

STATE SUPERVISION.

The State superintendent is nominated by the Governor and confirmed by the senate. He must be a person of literary and scientific attainments, and skilled and experienced in the art of teaching; he holds his office for two years, but is liable to removal from office by the Governor for misconduct or neglect of duty. He collects and disseminates statistical and other information relating to the public schools; visits schools; sees that the school laws and regulations are faithfully executed; prepares and distributes blank forms for returns; has school laws printed and distributed; appoints, at his discretion, persons in each county to visit and examine public schools, and report their condition to him; requires county superintendents to make annual

¹ Gen. Stat., title 9, chap. 19, sec. 1016.

² Ibid., sec. 997.

³ Ibid., sec. 1002.

⁴ Ibid., sec. 1014.

⁵ Ibid., sec. 1015.

⁶ Ibid., sec. 1004.

⁷ Const., art. 11, sec. 12.

⁸ Pub. Sch. Laws, chap. 1.

⁹ Ibid., chap. 8, and chap. 12, secs. 1 and 5.

¹⁰ Ibid., chap. 16, sec. 4.

¹¹ Ibid., chap. 13.

reports, and such other reports as he may deem proper; appoints some one to make the reports required of the county superintendent, when the latter fails to do so; prescribes the mode of examining and licensing teachers; preserves in his office all educational documents that may come into it; reports to the State comptroller on the 1st day of December, in each year, the scholastic population of each county; and on or before the 15th day of December makes an annual report to the Governor.¹

STATE TAX.

For the support of public schools every male inhabitant of the State, subject to taxation, must annually pay a poll-tax of \$1, and a tax of one mill on the dollar is annually assessed upon all property subject to taxation, which is collected as other taxes are, and, together with the poll-tax, is paid over to the county trustee, in the county where collected, and distributed therein to each school district, according to the scholastic population.²

STATE SCHOOL FUND.

The permanent school fund is \$2,512,500, drawing 6 per cent. interest, payable semi-annually. To the above permanent State fund may be added, from time to time, the proceeds of all escheated property, of all property accruing to the State by forfeiture, of all lands sold and bought in for taxes, of the personal effects of intestates having no kindred entitled thereto by the laws of distribution, and donations made to the State for the support of public schools, unless otherwise directed by the donors. The principal of said fund shall always remain unimpaired and entire; and the annual income arising therefrom is dedicated to the support and maintenance of the public schools of the State.³

The State school fund for the annual support of public schools is the annual proceeds of the permanent State school fund, and any money that may come into the State treasury for the purpose, from any source whatever.⁴

All moneys in the treasury of the State for the annual support of her schools, on the first Mondays in October and April of each year, are apportioned by the comptroller among the several counties according to their scholastic population, as reported to him by the State superintendent. He must give notice of such apportionment to the county trustees of each county, and issue his warrant on the State treasurer in favor of the county trustee of each county for the amount apportioned to such county and transmit the warrant to such trustee.⁵

EDUCATION OF TEACHERS.

The State board of education, consisting of the Governor and six members appointed by him, for 6-year terms, has charge of the State Normal College and makes arrangements for opening normal schools. These normal schools are to be made first-class institutions for the professional education of teachers, and the most approved methods of instruction are to be adopted, and none but skilled and experienced teachers are to be employed to take charge of them. Ten thousand dollars are annually appropriated to the Normal College at Nashville exclusively, provided the general agent of the Peabody fund allows Peabody scholarships to the State, as to other States. Besides this, \$3,300 are annually appropriated for scholarships in approved institutions of learning for two colored pupils from each senatorial district in the State.

A diploma from a normal school exempts the holder from the examination prescribed as a condition precedent to employment in the public schools in any county of the State.⁶

EDUCATION IN HIGHER AND PROFESSIONAL STUDIES.

Cadets in the University of Tennessee are appointed by the senators and representatives.

Incorporated cities and towns may establish and maintain, within their respective corporate limits, a system of high-graded common schools.⁷

COUNTY SUPERVISION.

The county superintendent is elected biennially by the county court. He must be a person of literary and scientific attainments and is subject to removal from office for misbehavior or inefficiency, at any time, by the county court. He has supervision of the public schools in the county; visits schools and confers with teachers and district directors; sees that the district directors make their reports as required of them; keeps himself informed as to the merits of text-books, and suggests to the district directors such changes as may, from time to time, be advisable with a view to securing uniformity in the course of study throughout the county, when it can be done without increased expense to the parents; performs such duties in relation to the ex-

¹ Pub. Sch. Laws, chaps. 2, 3.

² Ibid., chap. 15, sec. 3.

³ Ibid., sec. 1.

⁴ Ibid., sec. 2.

⁵ Ibid., sec. 7.

⁶ Ibid., chap. 20.

⁷ Ibid., chaps. 19, 18.

amination of teachers and issuing to them certificates of qualifications as may be required of him by the State superintendent; reports to the county trustee, as soon as ascertained, the scholastic population of each school district on the last day of June; keeps record of his official acts, and keeps record of the numbers and boundaries of school districts; observes such directions and regulations as the State superintendent may prescribe, and makes special reports to that officer whenever required; and on or before October 1st makes to him an annual report for the year ending June 30th, preceding.¹

LOCAL SUPERVISION.

There are three directors for each school district elected, one annually, in August, for 3-year terms. If directors are not elected at such time, the county superintendent appoints them. The school directors appoint one of their number chairman and another clerk and treasurer; explain and enforce the school laws and regulations; visit the public schools; employ and dismiss teachers; suspend or dismiss pupils; see that the census of children, required by law, is taken properly; hold regular meetings, as prescribed by law; call meetings of the people of the district for consultation in regard to the school interests thereof; keep separate and apart schools for white and colored children; draw warrants upon the county trustee; manage and control the public-school money and property of the district; make any special report required by the county superintendent, and report to him, annually, by the 15th day of September.²

They may subdivide school districts, or may agree to form joint school districts near county lines, and they have the power and authority to make contracts of consolidation with the trustees, teachers, or other authorities of academies, seminaries, colleges, or private schools, by which the public schools may be taught in such institutions; but all the branches of study prescribed for the public schools must be taught free of charge in such consolidated schools. Graded schools are preferred to ungraded ones.³

The clerk of the district acts as secretary of all school meetings of the district; keeps an accurate record of all proceedings of the board of directors, and especially of the purpose and amount of accounts ordered to be paid, and of the date of their being audited; keeps a cash account and a record of his own official acts, open to inspection, and discharges such other duties in connection with the school business of the district as may be required of him.⁴

The mayor and aldermen of any municipal corporation, establishing graded public schools, are empowered to appoint a board of education, consisting of not exceeding 6 qualified citizens residing within the corporate limits, which board has full power, as trustees or directors, to manage and control such schools, to elect or employ teachers, and to prescribe all needful rules and regulations. The members of this board are elected, two annually, for 3-year terms.⁵

Schools or school systems established in cities and incorporated towns, under a different management, before the enactment of the above law, continue under the same.⁶

TEACHERS: HOW SELECTED AND PAID.

Teachers are selected by the school directors (or in cities, by the school board), and written contracts, in duplicate, specifying rates of salary per month, are made before they enter upon their duties.

They are paid (except in city schools) by the county trustee upon the warrant of the district clerk.⁷

No teacher of public schools can be employed or receive any pay from the public funds unless he or she has a certificate of qualification given by the county superintendent for the county within which he or she is employed.⁸

LOCAL TAXES.

When the money derived from the school fund and State tax is not sufficient to keep up a public school for 5 months in the year in the school districts in the county, the county court levies an additional tax sufficient for this purpose, or submits the proposition to a vote of the people, and may levy a tax to prolong the schools beyond the 5 months; said tax to be levied on all property, polls, and privileges liable to taxation, but must not exceed the entire State tax.

Taxes so levied by the county are collected as other county taxes and paid to the county trustee for distribution among the school districts according to their school population.⁹

¹ Pub. Sch. Laws, chaps. 4, 5.

² *Ibid.*, chaps. 6, 7.

³ *Ibid.*, chap. 9, sec. 2, and also chap. 14.

⁴ *Ibid.*, chap. 8.

⁵ *Ibid.*, chap. 18.

⁶ *Ibid.*, chap. 17.

⁷ *Ibid.*, chap. 7, secs. 3, 10, and chap. 11, sec. 3.

⁸ *Ibid.*, chap. 11, sec. 1.

⁹ *Ibid.*, chap. 15, secs. 4, 5.

For the purpose of establishing and maintaining graded public schools, or for erecting or purchasing school buildings and furnishing the same, the mayor and aldermen of any municipal corporation may levy and collect an additional tax to that imposed by or under the general school law, upon all taxable polls, privileges, and property within the corporate limits; but such special tax, together with the municipal taxes for municipal purposes must not exceed the rate of taxation for general purposes fixed by the chartered limitation.¹

TEXAS.

ESTABLISHMENT OF PUBLIC SCHOOLS.

Be it enacted by the Legislature of the State of Texas: That the constitutional provisions for public schools are hereby appended as a part of the school law of this State.²

A general diffusion of knowledge being essential to the preservation of the liberties and rights of the people, it shall be the duty of the Legislature of the State to establish and make suitable provision for the support and maintenance of an efficient system of public schools.³

All funds, lands, and other property heretofore set apart and appropriated for the support of public schools; all the alternate sections of land reserved by the State out of grants heretofore made, or that may hereafter be made, to railroads or other corporations of any nature whatever; one-half of the public domain of the State, and all sums of money that may come to the State from the sale of any portion of the same, shall constitute a perpetual school fund.⁴

One-fourth of the revenue derived from the State occupation-taxes and a poll-tax of \$1 on every male inhabitant of this State between the ages of 21 and 60 years shall be set apart, annually, for the benefit of public free schools; and in addition thereto, there shall be levied and collected, annually, an *ad valorem* State tax of such an amount, not to exceed 20 cents on the \$100 valuation, as, with the available school fund arising from all other sources, will be sufficient to maintain and support the public free schools of this State for a period of not less than 6 months in each year, and the Legislature may also provide for the formation of school districts within all or any of the counties of this State, by general or special laws without the local notice required in other cases of special legislation, and may authorize an additional annual *ad valorem* tax to be levied and collected within such school districts for the further maintenance of public free schools and the erection of school buildings therein: *Provided*, That two-thirds of the qualified property tax-paying voters of the district, voting at an election to be held for that purpose, shall vote such tax, not to exceed in any one year 20 cents on the \$100 valuation of the property subject to taxation in such district.

The interest derivable from the permanent school fund and the taxes herein authorized shall be the available school fund, and shall be distributed to the several counties according to their scholastic population.⁵

All lands heretofore or hereafter granted to the several counties of this State for educational purposes, when sold, shall be held by said counties alone as a trust for the benefit of public schools therein, and the interest thereon and other revenue shall be the available fund.⁶

Separate schools shall be provided for white and colored children, and impartial provision shall be made for both.⁷

The Governor, comptroller, and secretary of State shall constitute a board of education, which shall distribute said funds to the several counties, and perform such other duties concerning public schools as may be prescribed by law.⁸

STATE SCHOOL FUND.

The State treasurer shall receive and hold as a special deposit all moneys belonging to the available school fund and keep an account of the several sources from which they accrue, and he shall pay out such moneys on the warrant of the comptroller.⁹

STATE BOARD OF EDUCATION.

The Governor, secretary of State, and comptroller, constitute a State board of education, which holds its sessions at the seat of government. The Governor is, *ex officio*, president of the board, and a majority constitutes a quorum.¹⁰

The State board of education shall, annually, make an apportionment of the available school fund among the several counties of the State, and to the several cities and towns constituting separate school organizations, according to the scholastic population of each.¹¹

¹ Pub. Sch. Laws, chap. 13, sec. 3.

⁵ Amended Const., art. 7, sec. 5.

⁹ *Ibid.*, sec. 26.

² Sch. Law of 1884, sec. 1.

⁶ *Ibid.*, sec. 6.

¹⁰ Sch. Law of 1884, sec. 11.

³ *Ibid.*, art. 7, sec. 1.

⁷ *Ibid.*, sec. 7.

¹¹ *Ibid.*, sec. 22.

⁴ *Ibid.*, sec. 2.

⁸ *Ibid.*, sec. 8.

Appeals from the rulings of the State superintendent shall always be made to the State board of education.¹

SUPERINTENDENT OF PUBLIC INSTRUCTION.

A State superintendent of public instruction is elected at each general election for State and county officers, who shall hold office for a term of two years, and shall receive an annual salary of \$2,500. He may appoint 1 clerk at an annual salary of \$1,200.

He is sworn to fidelity, and shall not be eligible during his term of office and for 4 years thereafter to any other State office.¹

The superintendent is charged with the administration of the school law and a general supervision of the business relating to the public schools of the State. He shall hear and determine appeals, and shall examine and approve all accounts against the school fund.²

He shall advise and counsel with the school officers of the counties, cities, towns, school districts, and communities as to the best methods of conducting the public schools, and shall be empowered to issue instructions and regulations binding for observance on all officers and teachers in all cases wherein the provision of the school law may require interpretation in order to carry out the designs therein; also in cases wherein the law is silent, and where necessity requires some rule that shall prevent delay and inconvenience in the management of school affairs.³

The State superintendent shall require of all school officers and teachers reports relating to the school fund and other school affairs, which shall, with such other matters as he may deem important, be embodied in his regular report to the State board of education.⁴

He shall be, *ex officio*, secretary of the State board of education, and shall keep a complete record of all its proceedings.⁵

COUNTY SUPERINTENDENT.

The county judge, under the direction of the State superintendent, shall have the immediate supervision of all matters pertaining to public education in his county. He shall confer with and counsel teachers and trustees, visit and examine schools, deliver lectures on educational topics or secure some one to do so.

He shall organize and hold teachers' institutes; shall approve all vouchers against the school fund of his county and all contracts between teachers and trustees; and shall discharge such other duties as the State superintendent may prescribe.⁶

The county judge shall give a bond in the sum of \$1,000 for the faithful performance of duty (as county superintendent), and shall also take the prescribed oath.⁷

County judges shall be entitled to the following compensation: For the disbursement of \$500 or less of the school fund, \$25 shall be allowed; for the disbursement of \$500 and not exceeding \$1,000, \$50 shall be allowed; and for each additional \$1,000, or fractional part thereof, \$10 shall be allowed; and 10 per cent. of said salary shall be added thereto for postage, stationery, and printing expenses connected with the administration of the school law.⁸

Upon the receipt of the certificate issued by the board of education for the State fund belonging to his county, the county judge shall add thereto the county fund, and having deducted any lawful expenses against said funds, shall apportion the remainder to the several school districts or communities as per scholastic census.⁹

DISTRICTS AND TRUSTEES.

All trustees for school districts shall be elected by the qualified voters thereof; but if no election is held, the county judge shall at once appoint 3 trustees for the vacant district to serve for the ensuing year. No person shall be eligible to serve as a school trustee who cannot read and write.¹⁰

The trustees of the school districts shall be a body politic and corporate in law, and shall have the title and name of "District Trustees of District No. —, and County of —, State of Texas."¹¹

The scholastic census of all children in each district, between the ages of 8 and 16 years, giving name, age, color, and sex, shall be taken by the district trustees, under the supervision of the county judge.¹²

School trustees shall determine how many schools shall be maintained in their respective school districts or communities, and at what points they shall be located; also, when the schools shall be opened and when closed; they shall contract with teachers and manage and supervise the schools subject to the rules and regulations of the county judge and State superintendent. They shall approve all teachers'

¹Sch. Law of 1884, sec. 12.

²Ibid., sec. 13.

³Ibid., sec. 15.

⁴Ibid., secs. 17, 18.

⁵Ibid., sec. 21.

⁶Ibid., sec. 43.

⁷Ibid., sec. 44.

⁸Ibid., sec. 45.

⁹Ibid., sec. 46.

¹⁰Ibid., sec. 36.

¹¹Ibid., sec. 37.

¹²Ibid., sec. 40.

vouchers, and all other claims against the school fund of their districts or communities.¹

Trustees of districts that levy a school tax, shall make contracts with teachers to teach for a period of not less than 6 months in a scholastic year, which may or may not be divided into two terms.²

The amount of tax which a district may vote to impose for the building of school-houses, or for supplementing the State school fund apportioned to such district, shall not exceed 2 mills on the dollar.³

When a school district or community has no school-house, or not a sufficient number, the available school fund credited to said district or community may be used for erecting a house upon the following conditions, to wit: 1. A suitable piece of land shall be donated as a site. 2. The citizens must contribute of their labor and means an amount at least equal to the school fund so used.⁴

COMMUNITY SYSTEM.

There are 53 counties in the State that are exempt from the district system provided for in this act. The citizens of said counties may unite and organize themselves into free-school "communities," entitled to share in the available school fund belonging to the county.⁵

For the purpose of such organization *bona fide* residents of the State shall make an application in writing to the county judge. Such petition shall set forth that the proposed organization is for a white or colored "community," together with a list of the names of the children, with the age and sex of each child, and also the names of 3 citizens to serve as trustees.⁶

Such communities may be organized for male and female schools, separate or mixed, as circumstances may require: *Provided*, That in towns of not more than 1,500 inhabitants, no more than 2 school communities for white children and 2 for colored children shall be organized.⁷

Three trustees shall be appointed by the county judge for each community school, and these shall be the 3 citizens named in the petition unless he is satisfied from personal knowledge that they are unworthy or incompetent.⁸

TEACHERS.

Any one desiring to teach a public free school shall, unless known to the county judge, present a certificate from the justice of the peace of the precinct in which he or she desires to teach, or in which he or she may reside; or in case the applicant has acquired no residence in this State, then some other certificate which will satisfy the county judge that the applicant is of good moral character, and of correct, exemplary habits. The county judge, if satisfied, shall thereupon convene the county school board of examiners and direct an examination of the applicant in the following branches, to wit: Applicants for third-grade certificates shall be examined in orthography, reading, writing, arithmetic, geography, and English grammar; applicants for second-grade certificates shall be examined in the branches aforesaid, and also in composition and history of the United States; applicants for first-grade certificates must also be proficient in the elements of algebra, geometry, natural philosophy, school discipline, and methods of teaching.⁹

Teachers with certificates from the Texas State normal schools and the summer normal schools are not required to pass an examination.

A diploma from a Texas State normal school is valid during good behavior. A certificate of 1 year's attendance at said school is valid for 3 years.

A certificate from a summer normal school is valid for 2 years.¹⁰

Teachers shall receive salaries not exceeding the following sums: Teachers with first-grade certificates, \$75 per month; with second-grade certificates, \$50 per month; with third-grade certificates, \$30. A certificate of 1 year's attendance at a State normal school is regarded as a second-class certificate.

This schedule of salaries does not apply to teachers employed in districts voting a local tax on themselves.¹¹

Teachers shall keep daily registers and make monthly reports; also term reports, under penalty of forfeiting the last month's salary.¹²

It shall be the duty of all teachers in the public schools to attend the Summer Normal Institute as far as possible.¹³

Trustees of a school community in making contracts with teachers shall determine the salary upon the following rates of tuition: To teachers holding a first-class certificate, not more than \$2.50; to those holding a second-class certificate, not more than \$2; and to such as hold a third-class certificate, not more than \$1.50 per month

¹ Sch. Law of 1884, sec. 53.

² *Ibid.*, sec. 54.

³ *Ibid.*, sec. 31.

⁴ *Ibid.*, sec. 61.

⁵ *Ibid.*, secs. 71, 72.

⁶ *Ibid.*, secs. 73, 74.

⁷ *Ibid.*, sec. 76.

⁸ *Ibid.*, sec. 78.

⁹ *Ibid.*, sec. 48.

¹⁰ *Ibid.*, sec. 49.

¹¹ *Ibid.*, sec. 50.

¹² *Ibid.*, sec. 51.

¹³ *Ibid.*, sec. 52.

per capita shall be allowed for pupils within the scholastic age: *Provided*, That no teacher holding a first-class certificate shall receive more than \$75 per month; none holding a second-class certificate more than \$50 per month; and none holding a third-class certificate more than \$30 per month.

Three teachers holding first-grade certificates, to be appointed by the county judge, shall constitute the county board of examiners, and shall receive from each teacher examined the sum of \$3. Teachers' certificates shall be valid anywhere in the State: *Provided*, That when a teacher removes from one county to another he shall obtain a certified paper from the county judge that his school certificate has not been cancelled. Otherwise he shall be incompetent to contract with school trustees unless he be re-examined.¹

STATE NORMAL SCHOOLS.

There shall be established a normal school to be known as the "Sam Houston Normal Institute," and located at the college formerly known as the "Austin College," at Huntsville, in Walker County.²

The State board of education shall have possession and charge of said institute.³

Not less than 2 students from each senatorial district, and 6 from the State at large, shall be received as State students, who shall receive tuition, board, and lodging free to the extent of the appropriation. Other students shall be required to pay tuition in whole or in part as the board may prescribe. Each student must be at least 16 years of age.⁴

The students are obligated to teach in the public free schools 1 year or more, according to the period of their normal instruction.⁵

The sum of \$1,400 is annually set apart out of the available free-school fund for the support of this school.⁶

There shall be established at Prairie View, in Waller County, a normal school for the preparation and training of colored teachers.⁷

The board of directors of the Agricultural and Mechanical College is authorized to manage the affairs of said school, and to admit, as State students, 1 from each senatorial district, and at least 3 students from the State at large, who shall be not less than 16 years of age.⁸

The students obligate themselves to teach in the public free schools for colored children for a period equal to the time spent in this school, receiving the usual compensation.⁹

Six thousand dollars are annually set apart out of the interest accruing from the university fund for the support of said school.¹⁰

SCHOOLS.

The children of the white and colored races shall be taught in separate schools.¹¹

The scholastic year begins on the 1st of September and ends on the 31st of August.¹² A school month consists of not less than 20 days, and a school week of 5 days of 7 hours each, including intermissions and recesses.¹³

The scholastic census is limited to children between the ages of 8 and 16 years.¹⁴

All the public schools shall be required to have taught in them: Orthography, reading in English, penmanship, arithmetic, English grammar, modern geography, composition, and such other branches as may be agreed upon by the trustees or as directed by the State superintendent.¹⁵

Colored children shall receive the benefit, as far as practicable, of the public-school fund, and the funds set aside in any district or community for colored children shall not be used for the education of white children, and *vice versa*.¹⁶

SCHOOLS IN CITIES AND TOWNS.

Any city or town in this State may acquire the exclusive control of the public free schools within its limits.¹⁷

Six trustees, to hold office for 4 years, are chosen by a municipal election to take charge of and manage the public free schools and institutions of learning in such city or town.¹⁸

The county judge of the county in which said city or town is situated, and the mayor of such city or town, shall be, *ex officio*, members of said board of trustees.¹⁹

Said board of trustees shall have and exercise exclusively the same powers, control, and management in regard to such free schools and institutions of learning as are now, or hereafter may be conferred upon the council or board of aldermen of such cities or towns.²⁰

¹ Sch. Law of 1884, sec. 56.

² Special act April 21, 1879, sec. 1.

³ *Ibid.*, sec. 2.

⁴ *Ibid.*, secs. 3, 5.

⁵ *Ibid.*, sec. 4.

⁶ *Ibid.*, sec. 7.

⁷ Special act April 19, 1879, sec. 1.

⁸ *Ibid.*, sec. 2.

⁹ *Ibid.*, sec. 3.

¹⁰ *Ibid.*, sec. 4.

¹¹ *Ibid.*, sec. 7.

¹² *Ibid.*, sec. 6.

¹³ *Ibid.*, sec. 10.

¹⁴ Sch. Law of 1884, sec. 40.

¹⁵ *Ibid.*, sec. 55.

¹⁶ *Ibid.*, sec. 60.

¹⁷ Special act April 3, 1879, sec. 1.

¹⁸ *Ibid.*, sec. 3.

¹⁹ *Ibid.*, sec. 4.

²⁰ *Ibid.*, sec. 6.

The city or the town council shall have power, by ordinance, to annually levy and collect not exceeding one-half of 1 per cent. *ad valorem* taxes, for the support and maintenance of public free schools in the city or town which has been constituted a separate and independent school district.¹

The board of aldermen shall have power, by ordinance, to levy and collect *ad valorem* taxes for the support and maintenance of public free schools.²

Any towns or villages having 200 inhabitants or over, not desiring to incorporate for municipal purposes, may incorporate for school purposes only; and, by the order of the county judge, 5 trustees shall be elected in said town or village who shall be vested with the full management and control of the free schools, including the powers and manner of taxation for free-school purposes that are now conferred upon the council or the board of aldermen of incorporated cities and towns.³

The city council of every city or town of 1,000 inhabitants or more, incorporated under the general law, that has assumed or shall assume control of its public free schools, may appoint 6 persons of good moral character, and qualified voters of such city or town, as a board of trustees for such schools, of which board the mayor shall be, *ex officio*, chairman.⁴

A trustee so appointed shall serve without compensation, and shall hold office for the term of 3 years.⁵

The public free schools of such city or town shall be under the control and supervision of such board of trustees, and said board shall have the same power to control and manage said schools that the city council or board of aldermen has.⁶

VERMONT.

ESTABLISHMENT OF THE SCHOOL SYSTEM.

One or more schools shall be maintained in each town for the instruction of the young in the common-school branches.⁷

When the inhabitants of a town cannot be conveniently accommodated in one district, it shall be divided by the voters thereof into several districts.⁸

A district when organized shall be a corporation.⁹

A town may, at its annual meeting, abolish the district system.¹⁰

A town having abolished its district system may at any second annual meeting thereafter restore it.¹¹

COMPULSORY ATTENDANCE.

Every child of good health and sound mind between 8 and 14 years of age shall attend a public school at least 3 months in a year, unless otherwise educated.¹²

LEGAL SCHOOL POPULATION.

No person under 5 years of age shall be received as a pupil in a public school.¹³

No provision is made for the enumeration of all the children of school age.¹⁴

The use of any school building may be granted for the instruction of children under 5 years of age in a kindergarten school, and any town or district may establish or pay the expenses of such school.¹⁵

SCHOOL YEAR, MONTH, AND DAY.

The school year shall commence on the first day of April and end on the last day of March following. In the absence of express contract, a session of 3 hours in the forenoon and 3 in the afternoon shall constitute a school day, 5 such days a school week, and 4 such weeks a school month.¹⁶

Each school district shall provide for the instruction of its legal scholars, in the branches required by law, for at least 2 terms, amounting in the aggregate to 20 weeks in each school year. In case any district fail to do so, the selectmen of the town in which such district is located, upon the petition of any voter, shall provide for such instruction and collect the expenses thereof of the defaulting districts.¹⁷

PRESCRIBED STUDIES.

Instruction shall be given in the common schools in reading, writing, spelling, English grammar, geography, arithmetic, free-hand drawing, history, and Constitution of

¹ Amend's to Rev. Stat. by 17th Leg., art. 425a.

² *Ibid.*, art. 522a.

³ *Ibid.*, arts. 541a, 541b, 541c.

⁴ Special act of April 14, 1883, sec. 1.

⁵ *Ibid.*, sec. 2.

⁶ *Ibid.*, sec. 5.

⁷ Laws of 1880, sec. 558.

⁸ *Ibid.*, sec. 499.

⁹ *Ibid.*, sec. 507.

¹⁰ *Ibid.*, sec. 589.

¹¹ Pub. Acts of 1886, No. 26; Laws of 1880, sec. 606. Up to April, 1886, 34 towns had adopted the town system and 1 had returned to the district system after using the town system for 5 years.

¹² Laws of 1880, sec. 609.

¹³ *Ibid.*, sec. 675.

¹⁴ Sch. Rep., 1885-'86, p. 5.

¹⁵ Pub. Acts of 1886, No. 32.

¹⁶ Law of 1880, sec. 677.

¹⁷ *Ibid.*, sec. 560.

the United States, and good behavior; and special instruction shall be given in the geography, history, constitution, and principles of government of Vermont.¹

INSTRUCTION IN SCIENTIFIC TEMPERANCE.

Instruction shall be given in the public schools as to the nature and effects of alcoholic drinks and narcotics, in connection with physiology and hygiene. This instruction shall be as thorough as that in arithmetic or geography; and shall be given orally to pupils not able to read, by text-books to those who are; such text-books shall give at least one-fourth of their space to these subjects, not less than 20 pages for the highest grade.²

HIGH AND GRADED SCHOOLS.

District high schools.—If the children of a district are so numerous as to require more than one teacher, the district may vote to erect as many school-houses as are necessary, and may direct the sciences or higher branches of study to be taught in one of such schools.³

Union schools.—Contiguous school districts may form a union district for maintaining a school for the benefit of the older children of such districts.⁴

Town high schools.—A town may establish one or more high or central schools for advanced pupils of the several districts of the town.⁵

Each pupil attending a high or central school shall pay a certain sum per term for tuition.⁶

If the sums paid for tuition be not sufficient to maintain any such school, the balance shall be made up by taxation in the district where located.⁷

Graded schools.—A school maintained by a town or school district for not less than 30 weeks each year, and consisting of 4 or more departments taught by 4 or more teachers, all under the control of 1 principal, and having an established course of study, shall be a graded school and entitled to all the privileges granted by law to such schools.⁸

STATE SUPERINTENDENT OF EDUCATION.

The General Assembly shall elect, at each biennial session, a State superintendent of education.⁹

He shall devote his whole time to promoting the educational interests of the State, and shall visit every part thereof each year; deliver lectures upon the subject of education; confer with town superintendents; visit schools with them, and furnish blanks for certificates and for collecting school statistics.¹⁰

He has also general control in normal and training schools over the appointment and removal of teachers, courses of study, examinations, and expenditures; also, holds teachers' institutes and educational meetings.

STATE SCHOOL TAX.

If in any year the income appropriated for the use of schools in a town with any tax voted by the town, after deducting one-half of the income of the United States deposit money, amount to a less sum than 9 per cent. of the grand list of the town, the selectmen shall assess a tax for such amount as such sum is less than such 9 per cent. This does not apply to towns using the town system.¹¹

If the selectmen do not assess this tax the town shall forfeit double the amount to the county, one-fourth for the use of the county and three-fourths for the use of the schools of the town.¹²

STATE SCHOOL FUND.

This fund consists of the United States deposit money.¹³

Such money shall be apportioned to the several towns in proportion to the number of inhabitants of each,¹⁴ and shall be in the charge of the trustees of the public money,¹⁵ who are to invest it and pay the income to the town treasurer.¹⁶

The income from the deposit money received by each town shall be annually appropriated to the support of its schools.

But if a town has other resources for the support of schools 6 months each year, it may appropriate such income for schools or for any other purpose.¹⁷

STATE APPROPRIATIONS TO NORMAL SCHOOLS.

The sum of \$1,000 a year is appropriated to each normal school, to be expended by the trustees under the direction of the State superintendent.¹⁸

¹ Laws of 1880, sec. 558.

² Pub. Acts of 1886, No. 33.

³ Law of 1880, sec. 572.

⁴ *Ibid.*, sec. 573.

⁵ *Ibid.*, sec. 579.

⁶ *Ibid.*, sec. 587.

⁷ *Ibid.*, sec. 588.

⁸ *Ibid.*, sec. 571.

⁹ *Ibid.*, sec. 452.

¹⁰ *Ibid.*, sec. 453.

¹¹ *Ibid.*, sec. 657.

¹² *Ibid.*, secs. 658, 659.

¹³ A legacy from the Huntington estate also, became available in 1884-'85.

¹⁴ Laws of 1880, sec. 610.

¹⁵ *Ibid.*, sec. 641.

¹⁶ *Ibid.*, sec. 644.

¹⁷ *Ibid.*, sec. 647.

¹⁸ *Ibid.*, sec. 472, Pub. Acts of 1882, No. 27.

Each town is entitled to a scholarship in the normal school, which is reckoned at \$12 a half-year.¹

If in addition to all sums received from the State by direct appropriation and for scholarships, and from tuition and rent of school lands, the trustees of a normal school shall in any year furnish and use, under the direction of the State superintendent, for current expenses, the sum of \$500, they shall receive from the State an equal sum, which shall be used in paying for instruction.²

The above sums for the support of normal schools are paid only upon the condition that the law with regard to normal schools has been complied with.³

EDUCATION OF TEACHERS.

The normal schools at Randolph, Johnson, and Castleton, are continued until August, 1890.⁴

There shall be two courses of study in a normal school, and no more. These courses are arranged by the trustees and the State superintendent, and shall contain no foreign language. No subject not included in them shall be taught. Certificates of graduation shall be given to all those who pass a final examination.⁵

A graded school organized in accordance with a special act of the General Assembly, and situated in a county in which there is no normal school, may establish a training-school department for the instruction and training of teachers. These shall have two courses of study, as in normal schools.⁶

The State superintendent shall annually, upon the written application of 25 teachers in any county (except Grand Isle and Essex, where the application of 15 shall suffice), hold one teachers' institute in such county, for a term not exceeding 3 days.

He may employ assistants, and a sum not exceeding \$30 a day for all expenses shall be paid him by the State.⁷

When no such application is made in due season, the State superintendent may hold in any county not less than 2 nor more than 5 educational meetings, for 1 day and evening, each. He may employ assistants at these meetings, and shall receive from the State not more than \$12 for each.⁸

INSTITUTIONS FOR THE DEFECTIVE AND DEPENDENT CLASSES.

The Governor shall be commissioner of the deaf, dumb, and blind, and of idiotic and feeble-minded children of indigent parents, and as such commissioner shall constitute the board for their instruction.⁹

The maximum sums appropriated for the benefit of the above classes are as follows: Deaf and dumb, \$5,000; blind, \$4,000; idiotic and feeble-minded children, \$2,000.¹⁰

The beneficiaries under these provisions are instructed at various specified institutions without the State.¹¹

The board of civil authority in each town shall annually, through the county clerk, make return to the Governor of such persons who should become beneficiaries as above. The Governor may designate beneficiaries.¹²

TEXT-BOOKS.

There shall be in each town a text-book committee, who shall select and recommend text-books on the subjects required by law to be taught in the common schools.¹³

The use in such schools of any other text-books than those recommended, except as books of reference, shall be unlawful.¹⁴

Pupils whose parents or guardians do not supply the proper text-books after due notification, may be supplied by the district or town, and the prices thereof shall be added to the next annual tax of such parents or guardians, if they are able to pay the amounts.¹⁵

Towns may purchase and hold text-books for use in their schools, if the towns so vote.¹⁶

Text-books on the subject of the nature and effects of alcoholic drinks and narcotics shall be furnished by the State.¹⁷

LOCAL SUPERVISION.

Town superintendents.—The term of office of a town superintendent shall continue 1 year.¹⁸

Town superintendents shall visit each public school in their respective towns at least once a year; shall inform themselves as to the discipline and progress of study

¹ Laws of 1880, secs. 467, 471.

² *Ibid.*, sec. 473.

³ *Ibid.*, secs. 471, 473.

⁴ *Ibid.*, sec. 462.

⁵ *Ibid.*, secs. 464, 466.

⁶ *Ibid.*, sec. 474.

⁷ *Ibid.*, sec. 454.

⁸ *Ibid.*, sec. 455.

⁹ *Ibid.*, sec. 680.

¹⁰ *Ibid.*, sec. 682.

¹¹ *Ibid.*, sec. 683.

¹² *Ibid.*, secs. 684, 686.

¹³ *Ibid.*, secs. 609, 610.

¹⁴ *Ibid.*, sec. 611.

¹⁵ *Ibid.*, secs. 612, 613.

¹⁶ *Ibid.*, sec. 614.

¹⁷ Pub. Acts of 1886, No. 34.

¹⁸ Laws of 1880, sec. 453.

in such schools; advise the teachers, and adopt the necessary measures for the examination, regulation, and improvement in learning in such schools.¹

The account for services of a town superintendent shall not be allowed until he has filed with the State superintendent the statistical returns required by law.²

The town superintendents in each county shall meet annually, to decide upon a set of questions to be used in examinations of teachers for county certificates; also, to elect county examining board.⁴

Each town superintendent shall hold two public examinations of teachers annually, to be held on the same day throughout the county, and may grant town certificates to those passing such examinations.⁵

Town superintendents may appoint to scholarships in the normal schools.⁶

District committees.—A school district may, at an annual meeting, elect a prudential committee of from 3 to 9 persons.⁷

The prudential committee shall provide and keep in order school-houses; provide fuel, furniture, and all appendages; appoint and remove teachers, and adopt measures, not in conflict with those of the town superintendent, for the inspection, examination, regulation, and improvements of the schools.⁸

Town boards of school directors.—If a town vote to abolish the district system, it shall at the same meeting elect a board of 3 or 6 school directors.⁹

This board shall elect one of its number chairman, who shall have the power and duties of town superintendents.¹⁰

The board of school directors shall be sworn.

It shall have care of the public-school property, prescribe the number of schools, employ teachers and fix their compensation, have the management of the public schools, and in general have the powers and duties of prudential committees.¹¹

WHEN WOMEN MAY VOTE.

Women shall have the right to vote in all school-district meetings, and in the election of school commissioners in towns and cities, and the same right to hold office relating to school affairs.¹²

TEACHERS' EXAMINATIONS AND CERTIFICATES.

A certificate of graduation from the lower course of a normal school or of a training-school department of a graded school shall be a license to teach in the common schools of the State for 5 years; and a certificate of graduation from the higher course of the same shall be a license for 10 years.¹³

Candidates for county licenses must be 20 years of age, if men, and 18 if women; they must have taught 10 weeks successfully, and have suitable testimonials. They are examined before the county board in all subjects required by law to be taught in the common schools, and in passing receive a county license good for 5 years.¹⁴

Each town superintendent shall hold 2 public examinations of teachers annually.¹⁵

Such superintendents may grant certificates, good until June 1 of the following year, to those passing those examinations.¹⁶

TOWN-SCHOOL FUND.

The selectmen of a town shall have charge of the real and personal estate in such town appropriated as a fund to the use of schools therein, unless otherwise provided by law, or unless the person giving any part thereof direct the same to be managed in some other way. The selectmen shall lease lands appropriated for such purpose, and loan moneys on interest with sufficient security.¹⁷

Their proceedings as to the fund shall be in the name of the town.¹⁸

Moneys received on account of the town-school fund shall be paid into the treasury of the town.¹⁹

LOCAL TAXES.

A town may at the annual town meeting raise money for the use of schools.²⁰

The selectmen of a town using the town system shall annually appropriate for the use of schools in such town a sum not exceeding one-half nor less than one-fourth of the grand list of such town, and shall assess a tax annually, to defray such appropriations.²¹

All expenses incurred by a school district for support of schools in excess of public moneys received by the district, shall be defrayed by a tax upon the grand list of the district, embracing polls, real estate, and personal property.²²

¹ Laws of 1880, sec. 459.

² Public Acts of 1886, No. 31.

³ Laws of 1880, secs. 485, 486.

⁴ *Ibid.*, sec. 477.

⁵ *Ibid.*, secs. 487, 488.

⁶ *Ibid.*, 468, 469.

⁷ *Ibid.*, sec. 509.

⁸ *Ibid.*, sec. 515.

⁹ *Ibid.*, sec. 594.

¹⁰ *Ibid.*, sec. 595.

¹¹ *Ibid.*, sec. 597.

¹² *Ibid.*, sec. 524.

¹³ *Ibid.*, sec. 475.

¹⁴ *Ibid.*, secs. 480, 482.

¹⁵ *Ibid.*, sec. 487.

¹⁶ *Ibid.*, secs. 488, 491.

¹⁷ *Ibid.*, sec. 652.

¹⁸ *Ibid.*, sec. 653.

¹⁹ *Ibid.*, sec. 655.

²⁰ *Ibid.*, sec. 656.

²¹ *Ibid.*, sec. 607.

²² *Ibid.*, sec. 630.

A school district may assess a tax to repair or furnish a school-house, or purchase or hire a building or lands.¹

A tax may be assessed by the prudential committee of a district in support of a town, high, or central school within it, if the sums received for tuition be not sufficient.²

DIVISION OF PUBLIC MONEYS.

The selectmen of each town shall annually divide the school moneys in the treasury of such town among the school districts.³

If the amount of such moneys does not exceed \$1,200, one-half thereof, and if it exceeds \$1,200, one-third thereof, shall be divided equally among the school districts; the remainder shall be divided among the districts in proportion to the aggregate attendance of scholars between 5 and 20 years of age.⁴

No district shall receive its share of such moneys unless a school has been maintained therein the minimum time, and under the conditions required by law.⁵

VIRGINIA.

CONSTITUTIONAL PROVISIONS REGARDING EDUCATION.

The General Assembly shall elect, in joint ballot, within 30 days after its organization under this constitution, and every fourth year thereafter, a superintendent of public instruction. He shall have the general supervision of the public free-school interest of the State, and shall report to the General Assembly for its consideration, within 30 days after his election, a plan for a uniform system of public free schools.⁶

There shall be a board of education, composed of the Governor, superintendent of public instruction, and attorney-general, which shall appoint and have power to remove, for cause, and upon notice to the incumbents, subject to confirmation by the senate, all county superintendents of public free schools. This board shall have, regulated by law, the management and investment of all school funds, and such supervision of schools of higher grades as the law shall provide.⁷

The General Assembly shall provide by law, at its first session under this constitution, a uniform system of public free schools, and for its gradual, equal, and full introduction into all the counties of the State by the year 1876, or as much earlier as practicable.⁸

The General Assembly shall have power, after a full introduction of the public free-school system, to make such laws as shall not permit parents and guardians to allow their children to grow up in ignorance and vagrancy.⁹

The General Assembly shall establish, as soon as practicable, normal schools, and may establish agricultural schools and such grades of schools as shall be for the public good.¹⁰

The board of education shall provide for uniformity of text-books, and the furnishing of school-houses with such apparatus and library as may be necessary, under such regulations as may be provided by law.¹¹

The General Assembly shall set apart, as a permanent and perpetual literary fund, the present literary funds of the State, the proceeds of all public lands donated by Congress for public-school purposes, of all escheated property, of all waste and unappropriated lands, of all property accruing to the State by forfeiture, and all fines collected for offenses committed against the State, and such other sums as the General Assembly may appropriate.¹²

The General Assembly shall apply the annual interest on the literary funds, the capitation tax provided for by this constitution for public free-school purposes, and an annual tax upon the property of the State of not less than 1 mill nor more than 5 mills on the dollar, for the equal benefit of all the people of the State, the number of children between the ages of 5 and 21 years, in each public free-school district, being the basis of such division.

Provision shall be made to supply children attending the public free schools with necessary text-books in cases where the parent or guardian is unable, by reason of poverty, to furnish them. Each county and public free-school district may raise additional sums by a tax on property for the support of the public free schools. All unexpended sums of any one year in any public free-school district shall go into the general school fund for redivision the next year: *Provided*, That any tax authorized by this section to be raised by counties or school districts shall not exceed 5 mills on the dollar in any one year, and shall not be subject to a redivision, as hereinbefore provided in this section.¹³

The General Assembly shall have power to foster all higher grades of schools under its supervision and to provide for such purpose a permanent educational fund.¹⁴

¹ Laws of 1880, sec. 525.

² *Ibid.*, sec. 588.

³ *Ibid.*, sec. 661.

⁴ *Ibid.*, sec. 662.

⁵ *Ibid.*, secs. 663, 665.

⁶ Const., art. 8, sec. 1.

⁷ *Ibid.*, sec. 2.

⁸ *Ibid.*, sec. 3.

⁹ *Ibid.*, sec. 4.

¹⁰ *Ibid.*, sec. 5.

¹¹ *Ibid.*, sec. 6.

¹² *Ibid.*, sec. 7.

¹³ *Ibid.*, sec. 8.

¹⁴ *Ibid.*, sec. 9.

All grants and donations received by the General Assembly for educational purposes shall be applied according to the terms prescribed by the donors.¹

Each city and county shall be held accountable for the destruction of school property that may take place within its limits by incendiaries or open violence.²

The General Assembly shall fix the salaries and prescribe the duties of all school officers and shall make all needful laws and regulations to carry into effect the public free-school system provided for by this article.³

ADMINISTRATION.

There shall be established and maintained, in this State, a uniform system of public free schools.⁴

The public free-school system shall be administered by the following authorities, to wit: A board of education, a superintendent of public instruction, county and city superintendents of schools, and district school trustees.⁵

BOARD OF EDUCATION.

The board of education shall be a corporation by that name, and shall consist of the Governor, the superintendent of public instruction, and the attorney-general.

It shall have all the rights and powers now or heretofore vested in the board of the literary fund.⁶

The duties of the board of education shall be as follows, viz:

To make by-laws and regulations for its own government, and for carrying into effect the school laws.

To observe the operations of the free-school system, and to suggest to the General Assembly any improvement deemed advisable therein.

To invest all the capital and unappropriated income of the literary fund in specified securities.

To appoint and remove county superintendent of schools subject to confirmation by the senate.

To decide appeals from decisions of the superintendent of public instruction.

To audit all claims arising under this act which are to be liquidated out of the State funds.

To regulate all matters arising in the practical administration of the school system which are not otherwise provided for.

To make an annual report to the Legislature.

To punish county superintendents for neglect of duty, or for any official misconduct, by reasonable fines, to be deducted from their pay, by suspension from office and pay for a certain time, or by removal—subject in the latter case to confirmation by the senate, as hereinbefore provided.⁷

SUPERINTENDENT OF PUBLIC INSTRUCTION.

A superintendent of public instruction is elected by the General Assembly, by joint vote, to hold office for 4 years. Any vacancy in the office is filled temporarily by the Governor.⁸

His salary is \$2,000 per annum. He is also allowed travelling expenses not to exceed \$500 in any one year.⁹

The superintendent of public instruction shall be the chief executive of the public free-school system, upon whom shall devolve the following duties, to wit:

He shall take care that the school laws and regulations be faithfully executed, and shall use all proper means to promote an appreciation and desire of education among the people.

It shall be his duty to determine the true intent and meaning of the school laws and regulations, and to explain to the county superintendents and other school officers the several duties enjoined thereby upon them, and his decision shall be final, unless and until reversed by the board of education.

He shall require of county superintendents detailed reports annually, and as often besides as he may deem proper; and he may require special reports, at any time, of any officer connected with the school system.

He may also appoint persons, at his discretion, to visit or examine all or any of the public free schools in the county, wherein such persons reside, and report to him touching all such matters respecting their condition and management and the means of improving them as he may indicate; but no allowance or compensation shall be made to such persons for their services or expenses.

He shall decide all appeals from decisions of county superintendents of schools, when made in prescribed form; but he may, at his discretion, refer the matter to the board of education, whose decision shall always be final. But appeals shall be in all cases

¹ Const., art. 8, sec. 10.

² *Ibid.*, sec. 11.

³ *Ibid.*, sec. 12.

⁴ Cod. Sch. Laws of 1882, sec. 1.

⁵ *Ibid.*, sec. 2.

⁶ *Ibid.*, sec. 3.

⁷ *Ibid.*, secs. 7, 11, 12, 15, 16, 17.

⁸ *Ibid.*, sec. 18.

⁹ *Ibid.*, sec. 19.

from the decisions of the superintendent of public instruction to the board of education.

He shall annually, and as often besides as he may deem necessary, prepare a scheme for apportioning the money appropriated by the State for public free-school purposes among the several counties and cities, on the basis of the number of children between the ages of 5 and 21 years, in each school district.

He shall report annually to the board of education. He is a member of the board of visitors of Virginia Agricultural and Mechanical College, and of the board of curators of Hampton Normal and Agricultural Institute; a member of corporation of the "Miller Manual-Labor School of Albemarle;" a member and chairman of the board of visitors of Virginia Normal and Collegiate Institute, and has power to appoint to scholarships in Nashville University.¹

STATE FUNDS.

There shall be and are hereby set apart as a permanent and perpetual literary fund the present literary funds of the State, the proceeds of all public lands donated by Congress for public school purposes, of all escheated property, of all waste and unappropriated lands, of all property accruing to the State by forfeiture, and all fines collected for offenses committed against the State, donations made for the purpose, and such other sums as the General Assembly may appropriate. The same shall be known by the name of the "literary fund;" and the annual income arising therefrom shall be and hereby is dedicated exclusively to the support and maintenance of public free schools in this State.²

The State funds, applicable annually to the establishment, support, and maintenance of public free schools, embrace the annual interest on the literary fund, a capitation tax of not exceeding \$1 per annum on every male citizen who has attained the age of 21 years, and such tax on property, not less than 1 mill nor more than 5 mills on the dollar, as the General Assembly shall from time to time order to be levied.³

COUNTY SCHOOL BOARDS.

The county superintendent of schools of each county of the State, together with the district school trustees in each county, including those in cities of the second class, shall, for certain purposes hereinafter specified, constitute a body corporate under the style of "The County School Board of _____ County." This board shall be subject to the higher authorities in like manner as the district boards.⁴

The county superintendent of schools for each county shall be, *ex officio*, president of the county school board.

COUNTY SUPERINTENDENTS.

There shall be appointed for every county 1 superintendent of schools. The regular term of office shall be 4 years.⁵

The said superintendents shall each receive \$30 for each thousand population under their respective jurisdiction for the first 10,000, rejecting fractions less than 500; and \$20 for each thousand of population in excess of 10,000 and up to and including 30,000, rejecting fractions less than 500; and \$10 for each thousand of population in excess of 30,000, rejecting fractions less than 500, provided that the pay of no superintendent shall in any case be less than \$200.⁶

The duties of each county superintendent shall be as follows:

To explain the school system upon all suitable occasions, and to promote an appreciation and desire of education among the people by all proper means in his power; to prepare a scheme for apportioning State and county-school funds and furnish copies thereof; to examine teachers and grant certificates; to promote improvement and efficiency of teachers; to assist in the organization of boards of district school trustees, with the privilege of being present at all meetings of such boards and of participating in the discussions of questions therein, but not of voting; to visit and examine schools and school districts, examine records and official papers of school districts, advise and counsel teachers; to decide appeals or complaints; to administer oaths and take testimony in all matters relating to public schools, whenever required, in cases pending or to come before himself or before the superintendent of public instruction, or before the board of education; and also to administer the oath of office to district school trustees when called upon so to do; to observe regulations prescribed by superintendent of public instruction and make reports; to be the clerk of electoral board; to name and number school districts; to be president of the county school board; to prepare list of questions for examination and forward copy of same to superintendent of public instruction; to apportion State money to districts; to hold institute at least annually, and may examine teachers at same; to appoint ad-

¹ Cod. Sch. Laws of 1883, secs. 18, 19, 21, 22, 23, 25, 27, 30, 32, 156, 244, 263, 282, 316.

² *Ibid.*, sec. 118.

³ *Ibid.*, secs. 119, 120.

⁴ *Ibid.*, sec. 78.

⁵ *Ibid.*, sec. 34.

⁶ *Ibid.*, sec. 33.

visory committee to select text-books, and act as chairman of same; to require report from teacher as to use of text-books, and to withhold receipt for monthly report for violations; to see that the regulations of board of education are enforced, and make monthly reports to superintendent of public instruction.

County superintendents are not allowed to teach in the public schools.¹

COUNTY FUNDS.

The county funds applicable annually to the establishment, support, and maintenance of public free schools embrace such tax as shall be levied by the board of supervisors, fines and penalties imposed, and donations, or the income arising therefrom: *Provided*, That no tax levied by any county for public free-school purposes shall in any case exceed 1 mill on the dollar of taxable property.²

DISTRICT BOARDS.

The General Assembly shall, every 4 years, elect 3 citizens of each county, to be known as the county board of school commissioners.³

All vacancies existing or occurring in district boards of school trustees shall be filled by said county school electoral boards: *Provided*, That no person who is unable to read and write shall be appointed a school trustee.⁴

The duties of boards of school trustees shall be, in general, as follows:

To enforce school laws and regulations; to employ and dismiss teachers; to suspend or dismiss pupils; to provide indigent scholars with text-books; to require the taking of census of school children; to call meetings of the people for consultation in regard to school interests; to prepare estimates of funds needed in the district for providing school-houses, &c.: to care for and control school property in district; to report annually to superintendent of schools; to visit the public free schools within the district from time to time, and to take care that they are conducted according to law and with the utmost efficiency; to provide suitable school-houses, furniture, and appliances; to have power to introduce higher branches and require fee to be paid monthly or quarterly in advance, not exceeding \$2.50 per month for each pupil; to make subdistricts, which may include portions of two or more districts, or portions of two or more counties; to issue warrants on school fund for pay of teachers; to hold two regular meetings in each school year; to have absolute power to employ teachers; to enter into written contracts with teachers, and to have no power to employ said teachers unless they hold certificate of superintendent for current year.⁵

DIRECTORS OF SUBDISTRICTS.

Each subdistrict, at a meeting of at least one-fourth of the voters thereof, shall elect 3 persons residing in the district to serve as school directors for the term of 3 years, though at the first election the terms of service shall be graded as 1, 2, and 3-year terms. No compensation shall be allowed and no one chosen who is unable to read and write.⁶

The teacher for each school district shall be chosen by the school directors of that subdistrict from among those licensed by the county superintendent.⁷

The school directors shall collect and apply the contributions provided for in the fifth clause of this section; shall make known to the district boards the wants of the school in respect to furniture, apparatus, and other appliances, and shall do all in their power to protect and improve the school property. They shall also support and counsel the teachers. They shall also do what they can to secure the enrolment and regular attendance of children at school, and to promote the appreciation and desire of education among the people.⁸

DISTRICT FUNDS.

The district funds applicable annually to the establishment, support, and maintenance of public free schools embrace such tax as shall be levied by the board of supervisors of the county for the purposes of the school district, fines and penalties, and donations or the income arising therefrom: *Provided*, That no tax to be levied by any school district for school purposes shall exceed 1 mill on the dollar of taxable property.⁹

It shall be the duty of the city or town council, and of every incorporated town of over 500 inhabitants which has been erected into a separate school district, to provide in due time, and it shall have no power to withhold, the sum or sums reported by the city or town school boards.¹⁰

No public money shall be paid to support any school with a smaller daily average than 10.¹¹

¹ Cod. Sch. Laws of 1883, secs. 34, 45; also secs. 48, 49, 57, 79, 344, 350, 354, 355, 360, 380, 402, 403, 405, 408, 409.

² *Ibid.*, secs. 119, 121, 122.

³ *Ibid.*, sec. 417.

⁴ *Ibid.*, sec. 420.

⁵ *Ibid.*, secs. 49, 69, also 74, 100, 110, 152, 154, 355, 366, 370, 378, 379.

⁶ *Ibid.*, sec. 154.

⁷ *Ibid.*, sec. 157.

⁸ *Ibid.*, sec. 158.

⁹ *Ibid.*, secs. 119, 122.

¹⁰ *Ibid.*, sec. 340.

¹¹ *Ibid.*, sec. 382.

CITY SCHOOL BOARDS.

The school boards of cities shall have power, subject to the approval of the common councils, to prescribe the number and boundaries of the school districts and the number of trustees, not exceeding 3 from each district; but until such provision is made every such city which is not divided into wards shall constitute a single school district, and in every city which is divided into wards each ward shall be a school district.¹

All the school trustees in a city or town shall constitute a single corporation under the style of "The School Board of the city (or town) of _____," which shall have the same officers, powers, and duties as ordinary boards of district school trustees, except as otherwise provided.²

CITY SUPERINTENDENTS.

There shall be a city superintendent of schools in cities of the first class, and whenever the population of any county in which a city of the second class or the greater part thereof is located exceeds 15,000, without including the population of said city, such city may have a superintendent of schools separate from so much of the said county as lies without the city limits.³

A city superintendent shall receive pay from the State in like proportion as county superintendent of schools; but nothing in this act contained shall be construed to limit the amount of additional remuneration which he may receive from the council of the city within which he acts.⁴

A city superintendent may teach in a public school *ex officio*, when requested to do so by the city school board.⁵

City school boards and superintendents shall be required to perform the same duties and shall be subject to the same rules and limitations as the district board and county superintendents, respectively, except so far as may by this act be otherwise provided.⁶

City superintendents of schools shall be appointed and removed by the board of education, subject to confirmation by the senate.⁷

TEACHERS: QUALIFICATIONS AND DUTIES.

No teacher of a public free school shall be employed or shall receive any pay from the public funds, unless he or she shall hold a certificate of qualification in full force, given to him or her by the county superintendent for the county within which he or she is employed.⁸

All applicants for examination to obtain a license to teach in the public schools must be at least 18 years old.⁹

Every teacher in a public free school shall keep a daily register of facts pertaining to his school.¹⁰

Written contracts shall be made with all public free-school teachers, in a form to be prescribed by the school regulations, before they enter upon their duties. Such contracts shall be signed in duplicate, each party holding a copy.¹¹

In schools having not less than 40 pupils enrolled, with an average attendance of 30, at least 2 teachers shall be employed, the whole time of 1 to be devoted to instruction in the elementary branches.¹²

County and city superintendents are required to hold in their respective counties and cities at least one teachers' institute during each scholastic year, at which all the teachers employed in the public free schools shall be expected to attend.¹³

EXAMINATION OF TEACHERS.

The county or city superintendent shall hold examinations for those who desire to teach school in his county or city for the current school year.¹⁴

Examinations shall be held on orthography, reading, writing, arithmetic, grammar, geography, and history, and if the applicant desires to take charge of a school in which the higher branches have been introduced, he must be examined on all such higher branches. The examination shall be both oral and written, and the same or similar questions shall be propounded to all applicants for the same grade of certificate, under such regulations as the superintendent may prescribe.¹⁵

VIRGINIA NORMAL AND COLLEGIATE INSTITUTE.

The Virginia Normal and Collegiate Institute shall be under the government and control of 7 visitors, 6 of whom shall be well-qualified colored men, appointed by the Governor, with the consent of the senate.¹⁶

¹ Cod. Sch. Laws of 1883, sec. 323.

² *Ibid.*, sec. 324.

³ *Ibid.*, sec. 331.

⁴ *Ibid.*, sec. 332.

⁵ *Ibid.*, sec. 333.

⁶ *Ibid.*, sec. 336.

⁷ *Ibid.*, sec. 337.

⁸ *Ibid.*, sec. 91.

⁹ *Ibid.*, sec. 345.

¹⁰ *Ibid.*, sec. 92.

¹¹ *Ibid.*, sec. 95.

¹² *Ibid.*, sec. 113.

¹³ *Ibid.*, sec. 390.

¹⁴ *Ibid.*, sec. 348.

¹⁵ *Ibid.*, sec. 349.

¹⁶ *Ibid.*, sec. 277.

In the said institute there shall be a normal department, in which shall be taught such branches as are usually taught in the best normal schools in the country.¹

There shall be connected with said institute a college, and such professional departments as the board of visitors may think expedient and proper, for the higher education of colored persons. In the college department shall be taught the classics, the higher branches of mathematics, and such other branches as are usually taught in colleges, which branches shall be prescribed by the board of visitors to said institute.²

The said superintendent of public instruction, and the visitors of said school shall be a body corporate.³

The number of professors or teachers in the institute, all of whom shall be colored, shall be fixed by the visitors; the salary of no one of them shall exceed the sum of \$1,500 per annum, except by consent of the said board of education, given in writing to the visitors.⁴

The board of visitors shall admit as State students, free of charge, for tuition as soon as practicable, upon evidence of good moral character, 50 young men, who shall be not less than 16 nor more than 25 years of age, one of whom shall be selected from each senatorial district and 10 from the State at large, all to be chosen by the board of visitors.⁵

One hundred thousand dollars of funds due the Commonwealth of Virginia are set apart in the execution of this act.⁶

EIGHT-WEEKS COURSE FOR COLORED TEACHERS.

The president and faculty of the Virginia Normal and Collegiate Institute shall be required, during each and every year, to conduct a normal course of instruction for the benefit of the colored teachers in the public schools of this State, or those who expect to make teaching a profession, said normal course to continue for 8 weeks.⁷

Said teachers shall be required to attend said normal course at least 1 month in each year, except when prevented by sickness.⁸

The teachers, in attending such normal course, may occupy the rooms of the school, and in all respects have the same accommodations as the regular students have during the regular sessions of instruction. They shall receive certificates for proficiency and attendance, and such other marks for distinction as the board of education may think proper and by rules establish.⁹

STATE FEMALE NORMAL SCHOOL.

There shall be established, as hereinafter provided, a normal school expressly for the training and education of white female teachers for public schools.¹⁰

The school shall be under the supervision, management, and government of 13 trustees; successors shall be appointed by the Governor.¹¹

Each city of 5,000 inhabitants, and each county in the State shall be entitled to one pupil, and one for each additional representative in the house of delegates above one who shall receive gratuitous instruction.¹²

The sum of \$5,000 is hereby appropriated to defray the expense of establishing and continuing said school.¹³

There shall be appropriated, annually, the sum of \$10,000 to pay incidental expenses, said sum to be paid out of the public free-school fund.¹⁴

TEACHERS' INSTITUTE.

The board of education shall have power, at its discretion, to invite and encourage meetings of teachers at convenient places, and to provide addresses to be made before such meetings touching the processes of school organization, discipline, and instruction: *Provided*, That no public money shall be expended for the purposes of this section; that no such meeting of teachers shall be held during the period of the year when the schools are or should be open; that no teachers shall be compelled to attend such meetings nor be paid for attendance.¹⁵

SCHOOLS, RULES AND REGULATIONS.

A uniform system of public free schools shall be adopted.¹⁶

The public free schools shall be free to all persons between the ages of 5 and 21 years residing within the school district: *Provided*, That white and colored persons shall not be taught in the same school.¹⁷

In every public free school there shall be taught orthography, reading, writing, arithmetic, grammar, and geography, and no other branches shall be introduced except as allowed by special regulations to be devised by the board of education.¹⁸

¹ Cod. Sch. Laws of 1833, sec. 280.

² *Ibid.*, sec. 281.

³ *Ibid.*, sec. 283.

⁴ *Ibid.*, sec. 285.

⁵ *Ibid.*, sec. 287.

⁶ *Ibid.*, sec. 288.

⁷ *Ibid.*, sec. 438.

⁸ *Ibid.*, sec. 441.

⁹ *Ibid.*, sec. 442.

¹⁰ *Ibid.*, sec. 430.

¹¹ *Ibid.*, sec. 431.

¹² *Ibid.*, sec. 434.

¹³ *Ibid.*, sec. 435.

¹⁴ *Ibid.*, sec. 436.

¹⁵ *Ibid.*, sec. 452.

¹⁶ *Ibid.*, sec. 1.

¹⁷ *Ibid.*, sec. 105.

¹⁸ *Ibid.*, sec. 109.

In all localities where the number of children is sufficient preference shall be given, under suitable regulations, to graded schools.¹

For the purpose of encouraging an intermediate grade of instruction between that of the common school and that of the college, it shall be lawful for any district school board of Rockbridge County (or of any other county) to admit into any one of the public schools in its district instruction in any branches necessary to qualify pupils to become teachers in the public schools, or to enter with advantage any of the colleges or higher institutions of the State, and for instruction in any other branches than those provided for in the first clause of this section, the said board of trustees may require a fee to be paid monthly or quarterly in advance, not exceeding \$2.50 per month for each pupil.² *Provided*, That the introduction of such higher branches in any school shall be first sanctioned by the county school board, and shall be discontinued whenever said board shall think it advisable.³

That they shall not be allowed to interfere with regular and efficient instruction in the elementary English branches, and to secure this end in schools having but 1 teacher, not less than 5 hours each day shall be given exclusively to instruction in said elementary branches.⁴

That in schools having not less than 40 pupils enrolled, with an average attendance of 30, at least 2 teachers shall be employed, the whole time of one of whom shall be devoted to instruction in the elementary branches.⁵

Uniformity of text-books, and the furnishing of school-houses with such apparatus and library as may be necessary, shall be provided for on some gradual system by the board of education.⁶

The district school board shall, when practicable, adopt the system of opening every alternate school during the first 5 months, and the remaining schools during the second 5 months of the school year.⁷

All persons between 21 and 25 years of age, seeking admission into any public free school, must prepay a tuition fee at the rate of \$1 per month to the school board within whose territorial limits such school is taught.⁸

TOWN AND CITY SCHOOLS.

Public free schools shall be established in all the cities and towns of the Commonwealth, which are not embraced in whole or in part within the bounds of a magisterial district.⁹

Cities and towns, which have a population of 10,000 and upwards, shall, for school purposes, be known as cities of the first class, whilst cities and towns which have less than 10,000 shall be known as cities of the second class; but the provisions of the law concerning cities shall be applicable to both classes alike, unless the one or the other class be specifically referred to.¹⁰

UNIVERSITY OF VIRGINIA.

The University of Virginia shall be continued, and the visitors thereof shall be and remain a corporation, under the style of the rector and visitors of the University of Virginia. They shall be at all times subject to the control of the Legislature.¹¹

The board of visitors of the University of Virginia shall consist of 9 members. The term of office shall be for 4 years.¹²

The said board of visitors shall meet at the university at least once a year, and at such other times as it shall determine. Five members shall constitute a quorum for the transaction of business.¹³

The said board shall be charged with the care and preservation of all the property belonging to the university. It shall appoint as many professors as it may deem proper, and may prescribe the duties of each, and the course and mode of instruction, and generally, in respect to the government and management of the university, make such regulations as it may deem expedient, not being contrary to law.¹⁴

The following branches of learning shall be taught at the university: The Latin, Greek, Hebrew, French, Spanish, Italian, German, and Anglo-Saxon languages; the different branches of mathematics, pure and physical; natural philosophy, chemistry, mineralogy, including geology; the principles of agriculture; botany, anatomy, surgery, and medicine; zoology, history, ideology; general grammar, ethics, rhetoric, and *belles-lettres*; civil government, political economy, the law of nature and nations, and municipal law.¹⁵

There shall be paid annually, out of the public treasury, \$30,000 for the support of the University of Virginia, but this annuity is on condition that the said institution, during its continuance, shall educate all students of the State of Virginia, over the age of 18, without charge for tuition in the academic department, consisting of the

¹ Cod. Sch. Laws of 1853, sec. 115.

² *Ibid.*, sec. 110.

³ *Ibid.*, sec. 111.

⁴ *Ibid.*, sec. 112.

⁵ *Ibid.*, sec. 113.

⁶ *Ibid.*, sec. 114.

⁷ *Ibid.*, sec. 157.

⁸ *Ibid.*, sec. 395.

⁹ *Ibid.*, sec. 321.

¹⁰ *Ibid.*, sec. 322.

¹¹ *Ibid.*, sec. 164.

¹² *Ibid.*, sec. 163.

¹³ *Ibid.*, sec. 168.

¹⁴ *Ibid.*, sec. 171.

¹⁵ *Ibid.*, sec. 176.

following schools; to wit, the schools of Greek, Latin, history and literature, moral philosophy, modern languages, natural philosophy, natural history and agriculture, general and industrial chemistry, and pure mathematics.¹

VIRGINIA MILITARY INSTITUTE.

The military school established in the county of Rockbridge, near the town of Lexington, shall be continued under the name of "The Virginia Military Institute," and for the support of the said school the sum of \$15,000 shall be annually paid out of the public treasury.²

The Governor, by and with the consent of the senate, immediately upon the passage of this act, shall appoint a new board of visitors for the institute, which shall consist of 9 members. The term of office for the board of visitors shall be 4 years, and it is hereby declared to be a corporation.³

It shall fix the salaries of the professors and officers, and may remove at will any officer who shall be appointed under this act, for good and sufficient cause.⁴

Such reasonable expenses as the board of visitors may incur in the discharge of its duties shall be allowed by the Governor.⁵

The arsenal and its grounds are vested in the institute.⁶

The officers of the Virginia Military Institute shall constitute a part of the military organization of the State, subject to orders of the Governor; and the Governor is authorized and directed to issue commissions to the professors, assistant professors, and other officers, according to the rank prescribed by the regulations of the Virginia Military Institute. Such commissions shall confer no rank in the militia, nor entitle any person holding the same to any pay or emolument by reason thereof.⁷

It shall prescribe the terms upon which cadets may be admitted, their number, the course of their instruction, the nature of their service, and the duration thereof, which shall not be less than 2 nor more than 5 years. All so admitted shall make full compensation, except such as are provided for in the following section.⁸

The board of visitors shall admit as State cadets, free of charge for board and tuition, upon evidence of fair moral character, not less than 50 young men, who shall be not less than 16 nor more than 25 years of age, one of whom shall be selected from each of the senatorial districts as at present constituted.⁹

The Governor of the State and the board of visitors and faculty of the institute may confer the degree of graduate upon any cadet found qualified to receive it.¹⁰

The cadets obligate themselves to teach for two years in some of the State schools when received at the institute on State account.¹¹

THE INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND.

The asylum established "for the education of the deaf and dumb and of the blind," by the act of the 31st day of March, 1838, shall be continued, and the visitors thereof shall be a corporation, by the name of the Institution for the Deaf and Dumb and the Blind, and be invested with all the rights and powers now vested in the corporation created by the said act, and be subject to the control of the General Assembly.¹²

The Governor shall annually appoint 7 persons as visitors of said institution, who shall be a board for the government thereof.¹³

The board shall be charged with the erection, preservation, and repair of the buildings of the institution and the care of its property, and shall direct and do all things necessary or expedient for promoting the objects of the institution not inconsistent with law.¹⁴

There shall be in said institution one school for education of deaf-mutes, and another for the education of the blind. The pupils of each shall be selected as the visitors shall prescribe among such persons as are unable to pay for their maintenance and support, to the extent of the means of the institution, and also from other persons, residents of this State, on such terms for their maintenance and support as may be agreed upon. But hereafter there shall be no charge for the education of pupils.¹⁵

There is hereby appropriated out of the public treasury, annually, \$35,000 for the support of said institution.¹⁶

VIRGINIA AGRICULTURAL AND MECHANICAL COLLEGE.

The donation of public lands made by the government of the United States, with the conditions and provisions therein prescribed, is hereby accepted.¹⁷

The board of education is authorized to sell the land scrip.¹⁸

The annual interest accruing from the proceeds of the land scrip shall be appro-

¹ Cod. Sch. Laws of 1883, sec. 180.

² Sch. Law of 1884, sec. 195.

³ Ibid., sec. 196.

⁴ Ibid., sec. 197.

⁵ Ibid., sec. 200.

⁶ Ibid., sec. 202.

⁷ Ibid., sec. 211.

⁸ Ibid., sec. 212.

⁹ Ibid., sec. 213.

¹⁰ Ibid., sec. 219.

¹¹ Ibid., sec. 220.

¹² Ibid., sec. 224.

¹³ Ibid., sec. 225.

¹⁴ Ibid., sec. 227.

¹⁵ Ibid., sec. 230.

¹⁶ Ibid., sec. 232.

¹⁷ Ibid., sec. 233.

¹⁸ Ibid., sec. 234.

priated as follows: one-third thereof to the Hampton Normal and Agricultural Institute, and two-thirds thereof to the Preston and Olin Institute.¹

The said annuity of the Preston and Olin Institute shall be on these express conditions:²

The name of the said institute shall be changed to the Virginia Agricultural and Mechanical College.³

The county of Montgomery shall appropriate \$20,000, to be expended in the erection of additional buildings, or in the purchase of a farm for the use of the said college.⁴

A number of students, equal to twice the number of members of the house of delegates, to be apportioned in the same manner, shall have the privilege of attending said college without charge for tuition, to be selected by the school trustees of the respective counties, cities, and election districts for said delegates, with reference to the highest proficiency and good character from the white male students to the free schools, or, in their discretion, from others than those attending said free schools.⁵

The curriculum of the Virginia Agricultural and Mechanical College shall embrace such branches of learning as relate to agriculture and the mechanic arts, without excluding other scientific and classical studies, and including military tactics.⁶

It shall be the duty of the Governor, by and with the advice and consent of the senate, to appoint a new board of visitors, whose terms of office shall commence on the 4th day of June, 1880, and to consist of 3 persons, who shall continue in office 4 years, or until the appointment and acceptance of their successors.⁷

The board shall be charged with the care and preservation of the property of the college. It shall appoint as many professors as it may deem proper. It shall prescribe the duties of each, and the course and the mode of instruction; it shall appoint a president of the college, and generally, in respect to the government thereof, may make such regulations as it may deem expedient, not contrary to law. Such reasonable expenses as the visitors may incur in the discharge of their duties shall be paid out of the funds of the college.⁸

The board of visitors is hereby declared to be a corporation, under the name and style of the "Board of Visitors of the Virginia Agricultural and Mechanical College."⁹

HAMPTON NORMAL AND AGRICULTURAL INSTITUTE.

The said appropriation to the Hampton Normal and Agricultural Institute shall be on the following conditions, namely: That the trustees of the same shall, out of the annual interest accruing, as soon as practicable, institute, support, and maintain therein one or more schools or departments, wherein the leading object shall be instruction in such branches of learning as relate especially to agriculture and the mechanic arts and military tactics; and the Governor, as soon after the passage of this act as may be, and on the first day of January, 1873, and on the same day in every fourth year thereafter, shall appoint 6 persons, 3 of whom shall be of African descent, citizens of the Commonwealth, to be curators of the fund hereby set apart for the use of the said institute.¹⁰

And the trustees of said college may select not less than 100 students, with reference to their character and proficiency, from the colored free schools of the State, who shall have the privilege of attending the said institute on the same terms that State students are allowed to attend the Agricultural and Mechanical College, under the eighteenth section of this chapter.¹¹

MILLER MANUAL-LABOR SCHOOL OF ALBEMARLE.

Be it enacted by the General Assembly of Virginia, that in order to give complete legal capacity to the Miller Manual-Labor School, in the county of Albemarle, the same be and is hereby created a corporation under the following charter, to wit: ¹²

The members of the board of education and their successors in office, and the second auditor and his successor in office, shall be a corporation by the name of "The Miller Manual-Labor School of Albemarle," and shall have perpetual succession and a common seal, which it may alter and renew at pleasure.¹³

The corporation created by clause 1, shall hold the legal title to all the property dedicated by the will of Samuel Miller, and by the compromise aforesaid, to the said manual-labor school, and all other property hereby acquired by it, for the use and benefit of said school.¹⁴

The charges and expenses attending the establishment and support of the said school, including the purchase of land (should any be purchased), the erection of the buildings, the feeding, clothing, and education of the pupils, the charges for medical attendance upon them, and everything incident to and connected with the school,

¹ Sch. Law of 1884, sec. 235.

² *Ibid.*, sec. 236.

³ *Ibid.*, sec. 237.

⁴ *Ibid.*, sec. 238.

⁵ *Ibid.*, sec. 240.

⁶ *Ibid.*, sec. 242.

⁷ *Ibid.*, sec. 244.

⁸ *Ibid.*, sec. 248.

⁹ *Ibid.*, sec. 252.

¹⁰ *Ibid.*, sec. 255.

¹¹ *Ibid.*, sec. 256.

¹² *Ibid.*, sec. 264.

¹³ *Ibid.*, sec. 265.

¹⁴ *Ibid.*, sec. 268.

shall be paid by the said board of education out of the income and profits of the trust fund created by the twenty-fifth clause of said will.¹

And the district school trustees of the respective school districts of said county shall select and designate, subject to approval by the county courts, as provided for in the said twenty-fifth clause of said will, as pupils of said school, those described in the said clause, and required by the testator to be so selected.¹

UNIVERSITY AT NASHVILLE, STATE NORMAL COLLEGE FOR TRAINING-WHITE TEACHERS.

This institution has for its object the training of professional teachers, and its connection with the public-school system of Virginia is best explained by the following extracts from the letter of the Hon. J. L. M. Curry, agent of the Peabody Education Fund:²

"In view of the want of well-established normal schools of a high order in the South, and to build up an institution which would stand as a permanent memorial of Mr. Peabody's magnificent gift for education in the South, the trustees of the Peabody Fund for several years have been contributing liberally to the maintenance of the Normal College in Nashville.

In connection with this college a number of scholarships, \$200 each, have been established for the encouragement and aid of students who purpose to make teaching their vocation."

These scholarships are apportioned among the States included in the Peabody benefaction, somewhat in proportion to the school population.³

This aid is furnished, not longer than two years, to students whose capacities, abilities, general culture, and health give special promise of usefulness as teachers. The college is professional, and its aim is to magnify the office of teaching.⁴

The trustees, in the administration of the fund, act in co-operation with the State educational authorities. All appointments to scholarships are made by the State superintendents of public instruction.⁵

Receiving free tuition and an additional bonus of \$200 a year, the students are presumed in good faith to have chosen teaching as a profession.⁶

Virginia at present is entitled to 14 scholarships. These scholarships are free to any man or woman in the State, between the ages of 17 and 30, who desires to compete and who is willing to pledge himself or herself to teach at least 2 years, after graduation, in some of the free schools of Virginia.⁷

WEST VIRGINIA.

CONSTITUTIONAL PROVISIONS REGARDING EDUCATION.

The Legislature shall provide by general law for a thorough and efficient system of free schools.⁸

The State superintendent of free schools shall have a general supervision of free schools, and perform such other duties in relation thereto as may be prescribed by law. If, in the performance of any such duty imposed upon him by the Legislature, he shall incur any expenses, he shall be reimbursed therefor: *Provided*, The amount does not exceed five hundred dollars in any one year.⁹

The Legislature may provide for county superintendents and such other officers as may be necessary to carry out the objects of this article, and define their duties, powers, and compensation.¹⁰

The existing permanent and invested school fund, and all money accruing to this State from forfeited, delinquent, waste, and unappropriated lands, and from lands heretofore sold for taxes and purchased by the State of Virginia, if hereafter redeemed or sold to others than this State; all grants, devises, or bequests that may be made to this State for the purposes of education, or where the purposes of such grants, devises, or bequests are not specified; this State's just share of the literary fund of Virginia, whether paid over or otherwise liquidated; and any sums of money, stocks, or property which this State shall have the right to claim from the State of Virginia for educational purposes; the proceeds of the estates of persons who may die without leaving a will or heir, and of all escheated lands; the proceeds of any taxes that may be levied on the revenues of any corporation; all moneys that may be paid as an equivalent for exemption from military duty; and such sums as may from time to time be appropriated by the Legislature for the purpose, shall be set apart as a separate fund, to be called the "school fund," and invested, under such regulations as may be prescribed by law, in the interest-bearing securities of the United States or of this State; or if such interest-bearing securities cannot be obtained, then said school fund shall be invested in such other solvent interest-bearing securities as shall be approved by the Governor, superintendent of free schools, auditor, and treasurer,

¹ Sch. Law of 1884, sec. 263.

² *Ibid.*, sec. 313.

³ *Ibid.*, sec. 314.

⁴ *Ibid.*, sec. 315.

⁵ *Ibid.*, sec. 316.

⁶ *Ibid.*, sec. 317.

⁷ *Ibid.*, sec. 319.

⁸ Const. of 1872, sec. 1.

⁹ *Ibid.*, sec. 2.

¹⁰ *Ibid.*, sec. 3.

who are hereby constituted the board of the school fund, to manage the same, under such regulations as may be prescribed by law; and the interest thereof shall be annually applied to the support of free schools throughout the State, and to no other purpose whatever. But any portion of said interest remaining unexpended at the close of a fiscal year shall be added to and remain a part of the capital of the school fund: *Provided*, That all taxes which shall be received by the State upon delinquent lands, except the taxes due to the State thereon, shall be refunded to the county or district by or for which the same were levied.¹

The Legislature shall provide for the support of free schools by appropriating thereto the interest of the invested school fund; the net proceeds of all forfeitures and fines accruing to this State under the laws thereof; the State capitation tax, and by general taxation on persons and property, or otherwise. It shall also provide for raising in each county or district, by the authority of the people thereof, such a proportion of the amount required for the support of free schools therein as shall be prescribed by general laws.²

The school districts into which any county is now divided shall continue until changed in pursuance of law.³

All levies that may be laid by any county or district for the purpose of free schools shall be reported to the clerk of the county court, and shall, under such regulations as may be prescribed by law, be collected by the sheriff or other collector, who shall make annual settlement with the county court, which settlement shall be made a matter of record by the clerk thereof, in a book to be kept for that purpose.⁴

White and colored persons shall not be taught in the same schools.⁵

No person connected with the free-school system of the State, or with any educational institution of any name or grade under State control, shall be interested in the sale, proceeds, or profits of any book or other thing used or to be used therein, under such penalties as may be prescribed by law: *Provided*, That nothing herein shall be construed to apply to any work written or thing invented by such person.⁶

No independent free-school district or organization shall hereafter be created, except with the consent of the school district or districts out of which the same is to be created, expressed by a majority of the voters voting on the question.⁷

No appropriation shall hereafter be made to any State normal school, or branch thereof, except to those already established and in operation or now chartered.⁸

The Legislature shall foster and encourage moral, intellectual, scientific, and agricultural improvement. It shall, whenever it may be practicable, make suitable provision for the blind, mute, and insane, and for the organization of such institutions of learning as the best interests of general education in the State may demand.⁹

ADMINISTRATION.

The public-school system is administered by a State superintendent, by a superintendent for each county, by district boards of education, and by subdistrict boards of trustees.

The county superintendent and two high-grade teachers constitute a county board for the examination of teachers. There are also boards of regents for normal and superior instruction.

The administration is charged with the care and conduct of common and high schools, of institutes, normal schools, and the West Virginia University.

STATE SUPERINTENDENT.

There shall be elected a State superintendent of free schools for the State, whose term of office shall be the same as that of the Governor. He shall be a person of good moral character, of temperate habits, of literary acquirements, and skill and experience in the art of teaching. He shall receive, annually, the sum of \$1,500 in payment for his services.¹⁰

An amount not to exceed \$500 per year is allowed for expenses.¹¹

The State superintendent shall reside and keep his office at the seat of government.¹²

It shall be the duty of the State superintendent to aim at perfecting the system of free schools as established in the State.¹³

GENERAL SCHOOL FUND.

For the support of free schools there shall be a State tax levied, annually, of 10 cents on the \$100 valuation on all the real and personal property of the State, which, together with the interest of the invested school fund, the net proceeds of all forfeitures, confiscations, and fines which accrued to the State during the previous year, the

¹ Const. of 1872, sec. 4.

² *Ibid.*, sec. 5.

³ *Ibid.*, sec. 6.

⁴ *Ibid.*, sec. 7.

⁵ *Ibid.*, sec. 8.

⁶ *Ibid.*, sec. 9.

⁷ *Ibid.*, sec. 10.

⁸ *Ibid.*, sec. 11.

⁹ *Ibid.*, sec. 12.

¹⁰ Sch. Law of 1883, sec. 63.

¹¹ *Ibid.*, sec. 64.

¹² *Ibid.*, sec. 66.

proceeds of the annual capitation tax, dividends on bank stock held by the board of the school fund, and the interest accruing on stock invested in United States bonds, shall be set apart as a separate fund, to be called "the general school fund," and shall be annually applied to the support of free schools throughout the State, and to no other purpose whatever. It shall be distributed to the several counties in the State, in proportion to the number of youth therein, according to the latest enumeration made for school purposes.¹

The Governor, State superintendent of free schools, auditor, and treasurer shall be a corporation, under the name of "the board of the school fund," and shall have the management, control, and investment of said fund, under the fourth section of the twelfth article of the constitution.²

COUNTY SUPERINTENDENT.

A county superintendent of free schools in each county shall be elected by the voters thereof, on the third Tuesday in May, 1881, and in every second year thereafter, whose term of office shall commence on the 1st day of July next after his election, and continue for 2 years.³

The county superintendent of schools shall be a person of good moral character, of temperate habits, literary acquirements, and skill and experience in the art of teaching. He shall receive for his services an annual compensation, as follows: In counties having not more than 50 schools, \$150; in counties having more than 50, and not more than 75 schools, \$200; in counties having more than 75 and not more than 100 schools, \$250, and in counties having more than 100 schools, \$300.⁴

The county superintendent shall visit each school within his county at least once in each school year at such time as he may deem necessary and proper, and note the course and method of instruction and the branches taught, and give such directions in the art of teaching and the method thereof in each school as to him shall seem necessary or expedient, so that uniformity in the course of studies and methods of instruction employed shall be secured, as far as practicable, in the schools of the several grades, respectively.⁵

It shall be the duty of the county superintendent to aid the teachers in all proper efforts to improve themselves in their profession. For this purpose he shall encourage the formation of county institutes for mutual improvement; shall attend the meetings of said institutes whenever practicable, and give such advice and instructions in regard to their conduct and management as in his judgment will contribute to their greater efficiency. In connection with superintendents of the adjoining counties each county superintendent shall encourage the formation of union institutes.⁶

He shall report, annually, to the State superintendent such facts and data as are furnished by his co-adjutors, together with a detailed statement of the condition and character of the schools within his county, noting all deficiencies and suggesting their remedies; also pointing out defects in the school laws.⁷

DISTRICT BOARD OF EDUCATION.

There shall be elected in each district of the county, and every 4 years thereafter, a president of the board of education; also at the same time and in each district 2 commissioners, and every 2 years thereafter 1 commissioner, whose terms of office shall continue 4 years, except that one of the first-named commissioners shall serve only 2 years. The said president and commissioners shall constitute the board of education in the district in which they are elected.⁸

At the meeting of the district board of education held on the first Monday in July, 1881, it shall appoint 3 intelligent and discreet persons as trustees for each subdistrict in their district, one of whom shall be appointed for 1 year, one for 2 years, and one for 3 years; and the board of education shall thereafter, annually, appoint 1 trustee who shall hold his office for 3 years.⁹

At this meeting it shall determine the number of months the school shall be held in the district, the number of teachers that may be employed in the several subdistricts, and fix the salaries that shall be paid to the teachers. The members of the board of education shall each receive as compensation for his services the sum of \$1.50 per day, to be paid in like manner as the salary of the clerks of the boards of education: *Provided*, That no member shall receive pay for more than 4-days service in any one year.¹⁰

The board of education of each district and independent school district shall be a corporation by the name of "The Board of Education of the district or independent school district of _____, in the County of _____,"¹⁰

The boards of education shall have general control and supervision of the schools

¹ Sch. Law of 1883, sec. 60.

² *Ibid.*, sec. 69.

³ *Ibid.*, sec. 2.

⁴ *Ibid.*, sec. 53.

⁵ *Ibid.*, sec. 54.

⁶ *Ibid.*, sec. 55.

⁷ *Ibid.*, sec. 56.

⁸ *Ibid.*, sec. 4.

⁹ *Ibid.*, sec. 6.

¹⁰ *Ibid.*, sec. 7.

and school interests of their districts; they may determine the number and location of the schools to be taught; change the boundaries of their subdistricts and increase and diminish the number thereof, having due regard for the school-houses already built, or sites procured, assigning, if practicable, to each subdistrict not less than 40 youth between the ages of 6 and 21 years: *Provided*, That every village consisting of 50 inhabitants or more shall be included in one subdistrict.¹

TRUSTEES.

The trustees of every subdistrict shall have charge of the schools therein, and shall appoint the teachers of such schools.²

The trustees shall visit every school under their charge within two weeks after the opening, and again within two weeks before the close thereof, and at such other times as in their opinion may be useful to do so.³

They shall cause the school-houses under their charge, and everything pertaining thereto, to be kept in good order and repair.⁴

The trustees of each subdistrict shall make a report to the secretary of the board of education of their district, at or before their last meeting in each school year, setting forth, in reference to their subdistrict, the following particulars, that is to say: the condition of the school-houses under their charge; the value and kind of apparatus; the number of volumes in school libraries, and their value, with such explanations, remarks, and additional information as the said trustees may deem useful, or as the blanks furnished by the State superintendent of free schools may require. They shall also report the same particulars in relation to any schools under their charge for colored persons.⁵

DISTRICT TAXES.

To provide school-houses and grounds, furniture, fixtures, and appliances, and to keep the same in good order and repair, to supply said schools with fuel and all other things necessary for their comfort and convenience, and to pay any existing indebtedness against the building fund and all other expenses incurred in the district in connection with the schools, not chargeable to the "teachers' fund," the board of education shall, annually, on the first Monday in July, or as soon as practicable thereafter, levy a tax on the property taxable in each district, not to exceed, in any 1 year, the rate of 40 cents in every \$100 valuation thereof.⁶

For the support of the primary free schools of its district, and in each independent school district, the board of education shall, annually, levy such a tax as will, with the money received from the State, be sufficient to keep such schools in operation at least 4 months in the year: *Provided*, The said tax in any 1 year shall not exceed 5 mills on the dollar.⁷

If the board of education of any district agrees that the schools in its district should be continued more than 4 months in the year, or if 20 or more voters of the district ask it in writing, it shall submit the question to the voters thereof. And if the proposition for a longer term than 4 months have a majority of all the votes cast for and against, then the board may order the levy accordingly.⁸

TEACHERS.

No teacher shall be employed to teach any public school of this State until he shall have presented to the trustees, directors, or board having charge of such school, a certificate, in duplicate, of his qualifications to teach a school of the grade for which he applies, the duplicate of which shall be filed with the secretary of the board of education of the district in which the school is situated, and so indorsed on the original by the secretary; and no salary shall be paid to any teacher unless such duplicate be filed as aforesaid.

County superintendent or member of the board of examiners may be employed to teach without the certificate required of other teacher. But should any member of a board of education or school trustee be employed as a teacher he shall vacate his office.⁹

The following regulations shall be observed by boards of examiners with regard to examinations and granting teachers' certificates:

1. No applicant shall be admitted to an examination unless the board shall have reasonable evidence that he or she is of good moral character and temperate habits.

2. No college diploma or certificate, or recommendation from the president or faculty of any college, normal school, or academy shall be taken to supersede the necessity of examination by the board of examiners; nor shall a certificate be granted to any applicant except after a careful examination upon each branch of study and upon the art of teaching.

¹ Sch. Law of 1883, sec. 9.

² *Ibid.*, sec. 13.

³ *Ibid.*, sec. 14.

⁴ *Ibid.*, sec. 15.

⁵ *Ibid.*, sec. 20.

⁶ *Ibid.*, sec. 38.

⁷ *Ibid.*, sec. 40.

⁸ *Ibid.*, sec. 41.

⁹ *Ibid.*, sec. 28.

3. Boards of examiners and others herein authorized to confer certificates shall state the teacher's grade of proficiency in each branch in which he is examined.

4. They shall grade the certificate granted according to the following scheme, numbering them, according to the merit of the applicant, from one to three: A number one certificate shall indicate a grade of merit from 87 to 100 per cent.; a number two certificate, a grade of 77 to 87 per cent.; a number three certificate, a grade of 67 to 77 per cent.¹

Every teacher shall keep a daily register, and make monthly reports to the secretary of the board of education of his district.²

All teachers, boards of education, and other school officers are hereby charged with the duty of providing that moral training for the youth of this State which will contribute to securing good behavior and manners, and furnish the State with exemplary citizens.³

In determining the salaries they shall have regard to the grade of teacher's certificates, fixing to each grade the salary that shall be paid to teachers of said grades in the several subdistricts, as follows: Teachers having certificates of the grade of number one shall be paid not less than \$25 per month; those holding certificates of the grade of number two, not less than \$22 per month; and those holding certificates of the grade of number three, not less than \$18 per month.⁴

NORMAL TRAINING.

As a means of improving the teachers and fitting them for more effective service in the free schools of the State, teachers' institutes shall be held, annually, throughout the State, one or more in each county; they shall be held at such times and places as the State superintendent shall, with the advice of the county superintendent, direct, and shall continue each for one week of five days; they shall be conducted by experienced and skillful institute instructors, who shall be appointed by the State superintendent, but it shall be a part of the duty of the county superintendent, under the instructions of the State superintendent, to make all proper arrangements for the institutes and to assist in conducting them. The instructors whom the State superintendent shall employ, as herein provided, shall each receive for his services not more than \$25 for each institute he may instruct, to be paid out of the general school fund, on a proper order of the State superintendent, but the aggregate amount of such compensation for the whole State shall not exceed \$500. At the close of the institutes, as herein provided, and during the week following, the county board of examiners shall hold one of the two examinations prescribed in section 28. It shall be the duty of the State superintendent to prescribe the course of instruction of the institutes and the methods of conducting them, together with such other details connected therewith as he shall deem conducive to their usefulness and efficiency. Any teacher who shall fail or refuse to attend at least one institute annually, held under the provisions of this section, unless such teacher shall have an excuse therefor, sufficient in the judgment of the board of examiners to which such teacher may apply for examination, shall not be entitled to examination during the year within which such failure or refusal may have occurred.⁵

The West Virginia State Normal School, established under and by virtue of the act passed February 27, 1867, entitled "An act for the establishment of a State Normal School," shall be and remain at Marshall College, in the county of Cabell.

For the government and control of said school and its branches there shall be a board of regents, consisting of the State superintendent of free schools, together with one person from each Congressional district of the State, to be appointed by the Governor, which shall be called the "Regents of the State Normal School," and as such shall be a body corporate.²

The pupils admitted into the normal department of said school shall be admitted to all the privileges thereof, free from all charges for tuition, or for use of books or apparatus. The State superintendent of free schools shall prepare suitable diplomas to be granted the students of the normal department of said school, who have completed the course of study and discipline prescribed by said regents. The said regents may establish a pay department in said school, whenever the accommodation thereof will admit of the same, and may admit into such department as many paying students as can be accommodated therein from this or any other State, giving preference to the citizens of this State, whether they desire to become teachers or not.⁶

Branches of the State Normal School are established at Fairmont, West Liberty, Glenville, Shepherdstown, and Concord.⁷

There shall be issued warrants upon the treasury of the State for the amount due said schools, at the rate of \$3.50 per month for every non-paying normal pupil reported as in monthly attendance, which said sum shall include tuition and the use of books and apparatus: *Provided*, That the aggregate amount so appropriated in one year to

¹Sch. Law of 1883, sec. 29.

²Ibid., sec. 30.

³Ibid., sec. 32.

⁴Ibid., sec. 6.

⁵Ibid., sec. 87.

⁶Ibid., sec. 83.

⁷Ibid., secs. 90, 94.

any normal school shall not exceed the sum of \$2,000. *And provided, further,* That the State superintendent of free schools shall, if possible, in each year, make arrangements with some suitable institution of learning in this State for the education and normal-school training of a number of colored teachers in the proportion to the colored population of the State which the non-paying white students in the normal schools bear to the white population of the State; but the amount to be paid for each of said colored teachers shall not exceed the sum herein specified for each non-paying white student; and an additional sum to the extent necessary to pay the tuition of said colored students is hereby appropriated, payable out of the treasury of the State in each year, as provided for in the next section, upon the requisition of the State superintendent of free schools.¹

SCHOOLS.

The boards of education shall cause to be kept in every subdistrict a sufficient number of primary schools for the instruction of the persons entitled to attend the same. Every youth between the ages of 6 and 21 years shall have such right; and any other person wishing to receive instruction at any free school in this State shall have a right, with the assent of the trustees, to attend such school, and the teacher or teachers there employed shall give instruction to such person the same as is required by law for other persons, upon the payment of tuition fees, not to exceed \$1.50 per month for each pupil, and upon such other terms as the trustees of the subdistrict may prescribe. Said tuition fees shall be paid in advance to the sheriff, who shall give his receipt therefor and place the amount to the credit of the teachers' fund of said district.²

In the primary schools there shall be taught orthography, reading, penmanship, arithmetic, English grammar, history, geography, and such other branches as the board of education may direct.³

White and colored persons shall not be taught in the same school; but, to afford to colored children the benefits of a free-school education, it shall be the duty of the trustees of every subdistrict to establish therein one or more primary schools for colored persons, between the ages of 6 and 21 years, whenever the number of such persons residing therein, and between the ages aforesaid, exceeds 15 according to the enumeration made for school purposes.⁴

The school year shall commence on the 1st day of July and close on the 30th day of June.

The school month shall consist of 22 days, excluding Saturdays.⁵

The following series of class books shall be used in the free schools throughout the State, viz:

Reading, spelling, elocution—McGuffey's new revised readers; McGuffey's new-eclectic spelling book; Kidd's elocution and vocal culture.

Mathematics—Ray's arithmetic; Ray's test examples; Ray's elementary and higher algebra; Evans's school geometry for beginners; Robinson's surveying and navigation; Robinson's progressive table book.

Grammar—Harvey's grammar; Kerl's treatise for high schools.

Geography—Knote's geography of West Virginia; Mitchell's new revised geographies; Cornell's outline maps; Guyot's physical chart; White's class book of geography for examinations; lessons on the globe, by Mary Howe Smith.

History, natural science, &c.—Goodrich's common-school history; history of the United States—Holmes; Cook's stories of the Old Dominion. Natural philosophy—Avery. Philosophy of natural history—Ware and Smilie. Rhetoric—Blair. Chemistry (new edition)—Youman. Geography of the heavens—Burritt. Astronomy—(elementary)—Robinson. Geology—Dana. Mineralogy—Dana. Botany—Gray. Anatomy and physiology—Cutter. Dictionary—Webster.

It shall be the duty of the county superintendent to enforce, by all proper means, the use of the text-books, which may be prescribed as herein provided, and to see that no others are introduced; and if any teacher shall violate the provisions of this section, he shall be subject to the fine prescribed in the fifty-ninth section of this chapter.⁶

If any officer or teacher fails to perform any duty required of him by this chapter, or violate any provision thereof, and there is no other fine or punishment imposed therefor, by law, he shall be fined not less than \$3 nor more than \$10, for every such offense, to be recovered before a justice of the peace of the county.⁷

HIGH SCHOOLS.

When the board of education of any district deem it expedient to establish a high school, it shall submit the question to the voters of the district.⁸

If decided in the affirmative, the board of education may then proceed to obtain

¹ Sch. Law of 1833, sec. 96.

² *Ibid.*, sec. 10.

³ *Ibid.*, sec. 11.

⁴ *Ibid.*, sec. 17.

⁵ *Ibid.*, secs. 23, 30.

⁶ *Ibid.*, sec. 58.

⁷ *Ibid.*, sec. 59.

⁸ *Ibid.*, sec. 24.

the site and provide proper buildings, fixtures, and improvements, and procure necessary furniture, books, and apparatus for the said school, and to support the same after it is put in operation; for which purpose the board may, annually, levy an additional tax on the property taxable in its district, not to exceed in any one year 30 cents on every \$100 valuation thereof, according to the latest assessment for State and county taxation. The said school shall be under the care and direction of the board of education of the district in which it is established.¹

In like manner, if the boards of education of two or more districts, whether in the same or different counties, deem it expedient to jointly establish and support a high school, they may submit the question of authorizing the same to the voters of their district. If decided affirmatively, the said school shall be under the care and direction of directors, to be selected and removed from time to time in such manner as the boards of education, concerned, may agree upon, or when there is no such agreement, under the care and direction of the board of education of the district in which the school-house is situated.²

The boards of education of any district may also establish graded schools in towns, villages, and densely-populated neighborhoods of their respective districts, employ teachers therefor, and make such special regulations as may be necessary to conduct them. But in every such case, involving additional taxation, the matter shall be first submitted to a vote of the people and their consent obtained, as is prescribed in section 24 in case of a high school: *Provided*, That no additional levy for a graded school shall exceed in any one year 15 cents on every \$100 valuation.³

WEST VIRGINIA UNIVERSITY.

The Agricultural College of West Virginia, located and established at Morgantown, in the county of Monongalia, in pursuance of the act passed February 7, 1867, entitled "An act for the regulation of the West Virginia Agricultural College,"⁴ shall hereafter be named "The West Virginia University," by which name it shall have and hold all the property, funds, investments, rights, powers, and privileges now had and held under the name prescribed in the above-recited act.⁵

For the government and control of the said university there shall be a board of regents, consisting of one person from each senatorial district, to be appointed by the Governor, as provided by law, to be called the "Regents of the West Virginia University." As such board they may sue and be sued, and have a common seal.⁶

The board of regents shall from time to time establish such departments of education in literature, science, art, agriculture, and military tactics as it may deem expedient.⁷

Besides prescribing the general terms upon which students may be admitted, and the course of their instruction, the said regents are still further empowered to admit as regular students or cadets of said university, from each senatorial district in the State, 4 or 5, and not more than 5 young men who are not less than 16 nor more than 21 years of age, whose term of service shall not be less than 2 nor more than 5 years, to be appointed by the regent of each senatorial district; the admission in each case to be made upon undoubted evidence of a fair moral character. But should no application be made from any one or all of senatorial districts, then the vacancies may be filled from the State at large: *Provided*, That no more than 3 cadets shall be appointed from any one county.⁸

The cadets admitted under the provisions of the preceding section shall be entitled to all the privileges, immunities, educational advantages, and benefits of the university, free of charge for admission, tuition, books, and stationery, and shall constitute the public guard of the university and of the public property belonging thereto.⁹

WISCONSIN.

CONSTITUTIONAL PROVISIONS REGARDING EDUCATION.

The supervision of public instruction shall be vested in a State superintendent and such other officers as the Legislature shall direct. The State superintendent shall be chosen by the qualified electors of the State, in such manner as the Legislature shall provide; his powers, duties, and compensation shall be prescribed by law: *Provided*, That his compensation shall not exceed the sum of \$1,200 annually.¹⁰

The proceeds of all lands that have been, or hereafter may be, granted by the United States to this State for educational purposes (except the lands heretofore granted for the purposes of a university), and all moneys and the clear proceeds of all property that may accrue to the State by forfeiture or escheat, and all moneys which may be paid as an equivalent for exemption from military duty, and the clear

¹ Sch. Law of 1863, sec. 24.

² *Ibid.*, sec. 25.

³ *Ibid.*, sec. 26.

⁴ *Ibid.*, sec. 76.

⁶ *Ibid.*, sec. 77.

⁵ *Ibid.*, sec. 78.

⁷ *Ibid.*, sec. 79.

⁸ *Ibid.*, sec. 82.

⁹ *Ibid.*, sec. 83.

¹⁰ Const. of 1848, art. 10, sec. 1.

proceeds of all fines collected in the several counties for any breach of the penal laws, and all moneys arising from any grant to the State, where the purposes of such grant are not specified, and the 500,000 acres of land to which the State is entitled by the provisions of an act of Congress entitled "An act to appropriate the proceeds of the sales of public lands and to grant pre-emption rights," approved the 4th day of September, 1841, and also the 5 per centum of the net proceeds of the public lands to which the State shall become entitled on her admission into the Union (if Congress shall consent to such appropriation of the two grants last mentioned), shall be set apart as a separate fund, to be called the school fund, the interest of which and all other revenues derived from the school lands shall be exclusively applied to the following objects, to wit:

1. To the support and maintenance of common schools in each school district, and the purchase of suitable libraries and apparatus therefor.

2. The residue shall be appropriated to the support and maintenance of academies and normal schools, and suitable libraries and apparatus therefor.¹

The Legislature shall provide by law for the establishment of district schools, which shall be as nearly uniform as practicable, and such schools shall be free and without charge for tuition to all children between the ages of 4 and 20 years, and no sectarian instruction shall be allowed therein.²

Each town and city shall be required to raise by tax, annually, for the support of common schools therein, a sum not less than one-half the amount received by such town or city, respectively, for school purposes, from the income of the school fund.³

Provision shall be made by law for the distribution of the income of the school fund among the several towns and cities of the State, for the support of common schools therein, in some just proportion to the number of children and youth resident therein between the ages of 4 and 20 years; and no appropriation shall be made from the school fund to any city or town for the year in which said city or town shall fail to raise such tax, nor to any school district for the year in which a school shall not be maintained at least 3 months.⁴

Provision shall be made by law for the establishment of a State university at or near the seat of the State government, and for connecting with the same from time to time such colleges in different parts of the State as the interests of education may require. The proceeds of all lands that have been or may hereafter be granted by the United States to the State for the support of a university, shall be and remain a perpetual fund, to be called the "university fund," the interest of which shall be appropriated to the support of the State University, and no sectarian instruction shall be allowed in such university.⁵

The secretary of State, treasurer, and attorney-general shall constitute a board of commissioners for the sale of the school and university lands, and for the investment of the funds arising therefrom. Any two of said commissioners shall be a quorum for the transaction of all business pertaining to the duties of their office.⁶

Provision shall be made by law for the sale of all school and university lands after they shall have been appraised. The commissioners shall have power to withhold from sale any portion of such lands when they shall deem it expedient, and shall invest all moneys arising from the sale of such lands, as well as all other university and school funds, in such manner as the Legislature shall provide.⁷

ADMINISTRATION.

The public-school system is administered by a superintendent for the State by 1 and sometimes 2 superintendents for each county, and by boards of directors for the township and for the district; also by boards of regents for normal and superior instruction.

The administration is charged with the care and conduct of common and high schools, of school libraries, teachers' institutes, normal schools, and of the State university.

Any woman, 21 years of age and upwards, may be elected or appointed as director, treasurer, or clerk of a school district; director or secretary of a town board, under the township system; member of a board of education in cities, or county superintendent.⁸

STATE SUPERINTENDENT.

The term of office of the State superintendent shall be 2 years.⁹

The State superintendent may appoint under his hand an assistant.¹⁰

The State superintendent shall have a general supervision over the common schools in this State, and it shall be his duty:

1. To visit, as far as practicable, every county in the State, for the purpose of in-

¹ Const. of 1848, art. 10, sec. 2.

² *Ibid.*, sec. 3.

³ *Ibid.*, sec. 4.

⁴ *Ibid.*, sec. 5.

⁵ *Ibid.*, sec. 6.

⁶ *Ibid.*, sec. 7.

⁷ *Ibid.*, sec. 8.

⁸ Laws of 1883, chap. 90.

⁹ Rev. Stat., chap. 11, sec. 164.

¹⁰ *Ibid.*, sec. 165.

specting the schools, awakening an interest favorable to the cause of education, and diffusing as widely as possible, by public addresses and personal communication with school officers, teachers, and parents, a knowledge of existing defects, and of desirable improvements in the government and the instruction of the schools.

2. To recommend the introduction of the most approved text-books, and, as far as practicable, to secure a uniformity in the use of text-books, discourage the use of sectarian books and sectarian instruction in the schools.

3. To prescribe rules and regulations for the management of school-district libraries, and the penalties which shall be imposed by the district boards for any violation of such rules and regulations.

4. To examine and determine all appeals, which by law may be made to him, according to the laws regulating the same, and his decisions thereon shall be final.

5. To collect in his office such school books, apparatus, maps, and charts as can be obtained without expense to the State.

6. To apportion and distribute the school-fund income as provided by law.

7. To prepare in each year a report to be delivered by him to the Governor.¹

8. To hold, annually, at least four conventions in as many different and most convenient and accessible points in the State, for the purpose of consultation, advice, and instruction, with county superintendents of schools in regard to supervision and management of the public schools.²

SCHOOL FUND.

The school-fund income, which shall have been received up to and including the first day of June, shall be apportioned by the State superintendent between the 10th and 15th days of June in each year.

Such apportionment shall be made among the several counties, and the several towns, specially incorporated villages, and cities in each county, according to the number of children in each over the age of 4 and under the age of 20 years, as shown by the reports made to the State superintendent during the year preceding.

Whenever a certified statement of the county clerk of any county, made to the State superintendent, shall not show that the amount required by law to be raised for school purposes has been directed to be raised during the year by the county board, the amount of the school-fund income, otherwise apportionable to such county, shall be withheld and added to the capital of the school fund.³

There shall be levied and collected annually a State tax of 1 mill for each dollar of the assessed valuation of the taxable property of the State, which amount, when so levied and collected, is appropriated to the income of the common-school fund.⁴

No money shall be apportioned to any district or part of a district unless the last annual report thereof, verified by the affidavit of the district clerk, shall show that all school money received from the State during the year ending with the date of such report, has been applied to the payment of the wages of a legally qualified teacher, and that a school has been taught in such district by such a teacher for at least 5 months during the year ending with the date of such report.⁵

COUNTY SUPERINTENDENTS.

It shall be the duty of every county superintendent :

1. To examine and license teachers.
2. To visit schools.
3. To report to county clerk and State superintendent annually.
4. To hold teachers' institutes.
5. To hold two meetings for examinations of teachers in each inspection district annually.
6. To give county treasurer statement of number of children in his county over 4 and under 20 years of age.
7. May annul teacher's certificate.
8. Not to act as agent for author, publisher, or bookseller.
9. Not to engage in teaching or other occupation.
10. To attend, annually, 1 convention of county superintendents.⁶

COUNTY TREASURER.

Each county treasurer shall apply for and receive the school money due his county as soon as apportioned, and shall immediately give notice in writing of the amount apportioned to each town, village, and city in his county to the treasurer and clerk thereof, respectively, and shall pay the same to each such treasurer on demand, who shall pay the same to the proper school treasurer, as provided by law. If any such town, village, or city treasurer shall not demand such money before the next receipt

¹ Rev. Stat., chap. 11, sec. 166.

² Sch. Laws, chap. 65, sec. 1.

³ Ibid., chap. 124, sec. 554.

⁴ Ibid., chap. 287, sec. 1.

⁵ Ibid., chap. 124, sec. 558.

⁶ Rev. Stat., sec. 461.

of school money apportioned to such county, the county treasurer shall add such sum remaining in his hands to the money so next received, and distribute the same therewith and in the same proportion among the several towns, villages, and cities entitled thereto in such county.¹

TOWNSHIP SYSTEM OF SCHOOL GOVERNMENT.

Every town which is now or may hereafter be organized in this State is hereby declared and constituted one school district for all purposes in this chapter hereinafter prescribed, and the several school districts and parts of joint districts which are now or may hereafter be established in the several organized towns shall be styled and known as subdistricts, whenever such town shall have voted therefor, as provided in section 552.²

New subdistricts may be formed, and the boundaries of any subdistrict may be altered by the town board of directors at any regular meeting of said board; but the formation and alteration of any joint subdistrict shall be by concurrent action of the board of directors of all the towns embraced in part in such subdistricts.³

The clerks of the several subdistricts in any organized town, together with the clerks of the joint subdistricts, the school-houses of which are situated in such town, shall constitute the town board of school directors.⁴

The said board shall be a body corporate, and shall possess the usual powers of a corporation for public purposes, by the name and style of "The Board of School Directors of the town of —,"⁵

The board of directors in each town (township) is invested, in its corporate capacity, with the title, care, and custody of all school property.⁶

The members of the board, a majority of whom shall constitute a quorum, assembled at the first and each succeeding meeting, shall elect from their number a president and a vice-president; also a secretary, who may or may not be one of their number, but who shall be a resident of the town to which the board belongs.

Such secretary shall receive a compensation for services rendered at not less than \$2 nor more than \$3 per day, and he shall present a statement of his services rendered at the annual meeting of the board.⁷

The town board in each town (township) in this State shall have power to form and alter districts in the manner hereinafter set forth: *Provided*, That every school district shall be of contiguous territory.⁸

The board of each town shall have power to purchase or hire, improve or build school property as it may deem advisable.⁹

Said board shall establish and maintain such and as many schools in the several subdistricts under its charge as it may deem requisite and expedient: *Provided*, That there shall be at least one common school in each subdistrict, and that all such schools shall be kept each year not less than 5 months.

The board shall have in all respects the supervision and management of all the schools, with full power to adopt, enforce, modify, and repeal, from time to time, all rules and regulations (not inconsistent with the laws of this State) necessary for their organization, gradation, and control, and for the instruction given by them in the different branches of education taught therein, and to establish and enforce proper penalties for the violation of such rules.¹⁰

The president, vice-president, and secretary of the town board of directors shall constitute an executive committee, who shall carry out, put in force, and execute all orders of the board; and for this purpose, all power and authority vested in such board shall be deemed vested in the executive committee; and any duty devolved upon the said board shall devolve upon the executive committee; but all the acts of the executive committee shall be subject to review by the board at any regular meeting thereof.¹¹

The secretary shall have the immediate charge and supervision of all the schools in the town, and shall grade them, and assist the several teachers thereof in classifying and arranging them. He shall visit each school in his town at least twice during each term thereof; shall examine into its condition and progress, consult with and advise the teachers in regard to the methods of instruction and government, and shall report to the board, from time to time, such improvements as, in his judgment, are calculated to benefit the school.¹²

He shall draw orders on the town treasurer for money in the hands of such treasurer, which has been apportioned to the town, and for money collected or received by him from other sources for school purposes, for the payment of teachers, the purchase of school-house sites, the building, buying, hiring, repairing, and furnishing of school-houses, and for all other lawful purposes, and each order shall designate

¹ Rev. Stat., sec. 557.

² Ibid., sec. 516.

³ Ibid., sec. 517.

⁴ Ibid., sec. 518.

⁵ Ibid., sec. 519.

⁶ Ibid., sec. 520.

⁷ Ibid., sec. 523.

⁸ Ibid., sec. 412.

⁹ Ibid., sec. 524.

¹⁰ Ibid., sec. 526.

¹¹ Ibid., sec. 528.

¹² Ibid., sec. 532.

the object for which, and the fund upon which, it was drawn, and shall be countersigned by the president.¹

Any town which adopts the system and is not satisfied with it can return to the old one, but not till after a trial of two years.²

SINGLE-DISTRICT SYSTEM.

The officers of each school district shall be a director, treasurer, and clerk, who shall be residents of the district, and shall hold their respective offices for 3 years, and until their successors have been chosen and appointed, but not over 10 days beyond the expiration of their term of office without being again elected or appointed: *Provided*, That at the first election of such officers, in any newly organized district, the clerk shall be chosen for 1 year, the treasurer for 2 years, and the director for 3 years; and, thereafter, each officer shall be chosen for 3 years.³

The director, treasurer, and clerk shall constitute the district board.⁴

The board has power, and is in duty bound, to fill any vacancy in its own number; to purchase or lease site for school-house; to build school-house; to provide appendages for same; to keep school-house in repair; to purchase apparatus, record books, blanks, &c.; to levy school tax in certain cases; to hire teachers; may make rules for the government of the district school; may suspend or expel pupils; has power to adopt text-books; to visit and supervise schools; to ascertain what children do not attend school; to furnish such children text-books.⁴

Every city or village not having a system of school government specially provided by law therefor, shall be governed by the provisions of this chapter.⁵

TAXES.

The inhabitants of any school district shall have power—

(1) To vote such tax as the meeting shall deem sufficient to purchase or lease a suitable site for a school-house, to build, hire, or purchase a school-house, and to keep in repair and furnish the same with the necessary fuel and appendages: *Provided*, That no district containing a population of less than 250 inhabitants shall have power to levy and collect a tax for building, hiring, or purchasing a school-house of more than \$600 in any one year, unless the town board of the town in which such school-house is to be situated shall certify in writing that in its opinion a larger sum should be raised, specifying such sum, in which case an amount not exceeding the sum specified may be raised: *Provided further*, That no district containing a population of less than 1,000 inhabitants may have power to raise and collect in any one year, for the purposes above specified, more than \$1,000, unless the town board shall certify as above set forth.

(2) To vote such tax as the meeting shall deem proper for the payment of teachers' wages in the districts: *Provided*, That for such purposes, in all school districts having an average attendance at school for the year of 15 scholars or less, not more than \$350 shall be raised in any one year; in all school districts having an average attendance of not more than 30 nor less than 15 scholars, not more than \$450 shall be raised in any one year, and in all school districts having an average attendance of not more than 40 nor less than 30 scholars, not more than \$550 shall be raised in any one year.

(3) To vote a tax not exceeding \$75 in any one year for the purchase of maps, blackboards, and school apparatus.⁶

The total amount of school-district tax, hereafter levied in any school district in this State in any one year, for building, hiring, or purchasing any school building, and for the maintenance of schools, including teachers' wages and incidental expenses, shall not exceed five per cent. of the total assessed valuation of taxable property in such school district for the current year.⁷

LIBRARIES.

Subject to the general proviso that school districts having less than 250 inhabitants shall not, in any one year, levy a tax of more than \$500 for purposes other than providing school-houses as above set forth, districts having less than 200 children of school age may vote an annual tax of \$50, and those having a greater number, \$100 for a district library, consisting of books ordered through the district board at a district meeting, with the advice of the State superintendent.⁸

The clerk of the district, or such other person as the legal voters shall appoint, shall be the librarian and have the care and custody of the district library, under the supervision of the district board.⁹

The legal voters of any two or more adjoining school districts may, with the approval of the town board, unite their libraries and library money.¹⁰

The qualified electors of each town shall have power at any annual town meeting to vote, by ballot, to establish a town library for the use of the people thereof, and

¹ Rev. Stat., sec. 533.

² *Ibid.*, sec. 552.

³ *Ibid.*, sec. 431.

⁴ *Ibid.*, sec. 432.

⁵ *Ibid.*, sec. 515.

⁶ *Ibid.*, sec. 430.

⁷ Laws of 1879, chap. 118, sec. 1.

⁸ Laws of 1870, chap. 118, sec. 430.

⁹ *Ibid.*, sec. 485.

¹⁰ *Ibid.*, sec. 486.

to raise a sum not exceeding \$150 in any one year for the purpose of purchasing books, furnishing a place to keep such library, and paying the librarian for his services, to be expended under the direction of the town board.¹

TEACHERS.

CERTIFICATES AND EXAMINATION.

Every person who shall desire to teach in any of the common schools, unless he shall hold a diploma or certificate then authorizing him to teach, shall procure such certificate from the proper examining officer, as hereinafter provided; and no certificate shall have force except in the district of the examining officer who issued the same.²

There are hereby established three grades of teachers' certificates, to be known as certificates of the first, second, and third grades. No person shall receive any certificate who does not write and speak the English language with facility and correctness. No certificate shall be granted to any person to teach in the public schools of Wisconsin, after the first day of January, 1886, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the effects of stimulants upon the human system.³

Every applicant for a certificate shall be examined in the subjects hereinafter mentioned for the several grades, respectively, as follows: For the third grade, in orthoepy, orthography, reading, penmanship, arithmetic, English grammar, geography, history of the United States, the Constitution of the United States, the constitution of the State of Wisconsin, and the theory and art of teaching; for the second grade, in all the foregoing, and also in grammatical analysis, physiology, physical geography, and elementary algebra; for the first grade, in all the foregoing, and also in higher algebra, natural philosophy, and geometry; and, if found qualified, shall receive the certificate appropriate to his grade. A third-grade certificate shall entitle the holder to teach for such period, not more than one year, as may be specified therein, in any town in the superintendent district in which he is examined, except that it may be limited by the county superintendent to any town or school district therein. A second-grade certificate shall entitle the holder to teach in any town in such superintendent district, and be in force one year from its date. A first-grade certificate shall entitle the holder to teach in any town in such superintendent district, and be in force two years from its date.⁴

NORMAL SCHOOLS.

For the government of normal schools established, and which hereafter may be established, and for the performance of the duties prescribed to them, there is constituted a board of eleven regents, called "the Board of Regents of Normal Schools," composed of the Governor and State superintendent as *ex officio* regents, and of nine appointed regents. The term of office is three years, and so arranged that three regents are appointed by the Governor each year.⁵

The board of regents and its successors in office are constituted a body corporate by the name aforesaid.⁶

The officers of the board shall be a president, vice-president, and secretary. The State treasurer shall be, *ex officio*, the treasurer of the board.

No member of the board of normal regents shall receive any pay for travelling to or attendance at any meeting of the board, but for any specific service rendered under the direction of the board other than attending the meetings, such compensation may be allowed any member as the board shall deem just and reasonable.⁷

Said board shall also establish a model school, or schools for practice, in connection with each State normal school, and shall make all the regulations necessary to govern and support the same; and it may, in its discretion, admit pupils to such model schools free of charge of tuition.⁸

DIPLOMAS AND STATE CERTIFICATES.

Said board may grant diplomas in testimony of scholarship and ability to teach, but no such diploma shall be granted until such graduate shall have passed a thorough and satisfactory examination in the course of study prescribed by the board. When any such graduate has, after receiving such diploma, taught a public school in this State one year, the State superintendent may, after such examination as to moral character, learning, and ability to teach as to him may seem proper, countersign the diploma of such teacher, and thereafter such countersigned diploma shall be evidence of his qualifications to teach in any common school, and shall have the force and effect of an unlimited State certificate. The said board may also, on such conditions as it may determine, grant a certificate of attendance certifying that the holder

¹Laws of 1879, chap. 118, sec. 778.

²Rev. Stat., sec. 448.

³Ibid., sec. 449.

⁴Ibid., sec. 450.

⁵Ibid., chap. 26, sec. 393.

⁶Ibid., sec. 394.

⁷Ibid., sec. 398.

⁸Ibid., sec. 403.

has completed the elementary course in a normal school and is qualified to teach a common school; and the said superintendent may, upon conditions above prescribed respecting diplomas, countersign such certificate, and thereafter such countersigned certificate shall be evidence of his qualification to teach in any common school in the State; and shall have the full force and effect of a limited State certificate.¹

TEACHERS' INSTITUTES.

Institutes for the instruction of teachers shall be held in each year, in such counties as may be designated by the State superintendent, with the advice and concurrence of said board, preference being given to such counties as receive the least direct benefit from the normal schools. The State superintendent, by and with the advice and consent of said board, may make such rules and regulations as he shall deem proper for organizing and conducting such institutes, and may, by and with the like advice and consent, employ an agent or agents to perform such work in connection therewith as by such rules and regulations may be prescribed. Each of said institutes shall be held under the direction of such agent or agents, assisted by the county superintendent. The course of study pursued in such institutes shall, as far as practicable, be uniform, and be prescribed by the State superintendent, with the assistance of such agent, but subject to revision of said board.²

For the purpose mentioned in the preceding section the said board may use such sum, not exceeding \$7,000 in any year, as it may deem necessary, of which not exceeding \$5,000 shall be paid from the normal-school fund income, and not exceeding \$2,000 from the general fund, and the State superintendent may use such additional sum not exceeding \$1,000 to be paid also from the general fund, as he shall deem proper, for the purpose of providing public lectures in connection with such institutes, by the professor of the theory and art of teaching of the university; and such amounts as shall be so expended are hereby annually appropriated from the said funds respectively.³

SCHOOLS.

Children between the ages of 7 and 15 years are required to attend a public or private school for at least 12 weeks in each school year.⁴

In case any parent, guardian, or other person shall fail to comply with the provisions of this act, said parent, guardian, or other person shall be liable to a fine of not less than \$5 nor more than \$10 for the first offense, nor less than \$10 nor more than \$30 for each and every subsequent offense.⁵

Schools must be maintained 6 months in each year or not share in the school fund.⁶

Orthography, orthoepy, reading, writing, grammar, geography, arithmetic, the Constitution of the United States, and the constitution of this State shall be taught in every district school, and such other branches as the district board may determine.

All instruction shall be in the English language, except that the district board or board of education of any incorporated village or city may, in their discretion, cause any foreign language to be taught by a competent teacher to such pupils as desire it, not to exceed 1 hour each day.

Provision shall be made by the proper local school authorities for instructing all pupils in all schools, supported by public money, or under State control, in physiology and hygiene, with special reference to the effects of stimulants and narcotics upon the human system.⁷

The board shall have power to admit any person between 20 and 30 years of age, residing in the district, to any public school under its control, free of tuition, when in its judgment it will not interfere with the pupils of school age therein.⁸

FREE HIGH SCHOOLS.

Any town or incorporated village or city or school district which contains within its limits an incorporated village, or which has a graded school of not less than two departments, with not less than 25 pupils prepared to begin a high-school course, may establish and maintain not exceeding 2 high schools in the manner and with the privileges herein provided.⁹

Two or more adjoining towns may unite in establishing and maintaining any such high school, and, by uniting, shall constitute a joint high-school district.¹⁰

The officers of each such district shall be a director, treasurer, and clerk, whose term of office shall be each 3 years, beginning with the annual town meeting, and until his successor shall have been chosen or appointed. But in all cities not under a county superintendent, which now constitute free high-school districts, or which shall hereafter adopt the resolution provided for in section 490, and become free high-

¹ Rev. Stat., sec. 405.

² *Ibid.*, sec. 407.

³ Sch. Laws, chap. 7, sec. 408.

⁴ Laws of 1879, chap. 121, sec. 1.

⁵ *Ibid.*, sec. 4.

⁶ Rev. Stat., chap. 28, as amended by chap. 124, Sch. Laws of 1885, sec. 554.

⁷ Amended by chap. 327, Sch. Laws of 1885, sec. 447.

⁸ Amended by chap. 93, Sch. Laws of 1885, sec. 439.

⁹ Rev. Stat., as amended by chap. 245, Laws of 1879, sec. 490.

¹⁰ *Ibid.*, sec. 491.

school districts, the board of education in each such city shall be the high school board, and the city treasurer shall be, *ex officio*, the treasurer of the high-school district, unless the board of education embraces a treasurer.¹

All such high schools shall be free to all pupils resident in the district.²

These schools are under the personal supervision of the State superintendent. The courses of study herein authorized shall include instruction in the theory and art of teaching and organization, management and course of study of ungraded schools, and all examinations of teachers shall include examinations upon these subjects.³

Whenever any town in which no graded schools exist, or when any two adjoining towns in which no graded school exists, shall vote to establish and maintain a free high school as provided in sections 490 and 491, Revised Statutes, and such free high school shall have been established and maintained in the manner now provided by law for establishing and maintaining free high schools for at least 3 months, and when the high school board of such town, or of such two towns adjoining, which unite to maintain such school, shall make the report required by section 496, Revised Statutes, in order to obtain the aid furnished by the State of Wisconsin in maintaining free high schools, they shall append thereto a certificate to the effect that such school is established and maintained in a town or by towns wherein no graded school exists.

Each such school shall be entitled to receive from the general fund of the State, annually, one-half the amount actually expended for instruction in such schools; but the whole amount paid shall not exceed \$25,000 in any one year to this class of free high schools, and if more is demanded by such districts they shall be paid proportionally.

By this act an annual appropriation of not more than \$25,000 is made to encourage the establishment and maintenance of free high schools in towns where there are no other but ungraded district schools.⁴

THE UNIVERSITY.

There is established in this State, at the city of Madison, an institution of learning by the name and style of "The University of Wisconsin."⁵

The government of the university shall vest in a board of regents, to consist of 11 members, 1 from each Congressional district of the State, and 2 from the State at large, to be appointed by the Governor; and the State superintendent shall, during his term of office, be a member of said board.

The term of office of said regents shall be 3 years from the first Monday in February in the year in which appointed, unless sooner removed by the Governor.⁶

The board of regents and its successors in office shall constitute a body corporate by the name of "The Regents of the University of Wisconsin."⁷

The board of regents shall enact laws for the government of the university in all its branches; elect a president and the requisite number of professors, instructors, officers, and employes, and fix the salaries and the term of office of each, and determine the moral and educational qualifications of applicants for admission to the various courses of instruction; but no instruction, either sectarian in religion or partisan in politics, shall ever be allowed in any department of the university.⁸

The object of the University of Wisconsin shall be to provide the means of acquiring a thorough knowledge of the various branches of learning connected with scientific, industrial, and professional pursuits, and to this end it shall consist of the following colleges or departments, to wit:

1. The college or department of arts.
2. The college or department of letters.
3. Such professional or other colleges or departments as now are, or may, from time to time, be added thereto or connected therewith.⁹

The university shall be open to female as well as to male students, under such regulations and restrictions as the board of regents may deem proper; and all able-bodied male students of the university, in whatever college, may receive instruction and discipline in military tactics, the requisite arms for which shall be furnished by the State.¹⁰

No student who shall have been a resident of the State for one year next preceding his admission shall be required to pay any fees for tuition in the university, except in the law department and for extra studies.¹¹

For the support and endowment of the university there is annually and perpetually appropriated—

1. The university fund income, and all other sums of money appropriated by any law to the university fund income.

¹ Rev. Stat., as amended by chap. 245, Laws of 1879, sec. 492.

² *Ibid.*, and chap. 146, Gen. Laws of 1881, sec. 494.

³ *Ibid.*, chap. 325, Laws of 1883, as amended by chap. 242.

⁴ Sch. Laws, chap. 352, secs. 1, 2.

⁵ Rev. Stat., chap. 25, sec. 377.

⁶ *Ibid.*, sec. 378.

⁷ *Ibid.*, chap. 25, sec. 379.

⁸ *Ibid.*, sec. 381.

⁹ *Ibid.*, sec. 385.

¹⁰ *Ibid.*, sec. 387.

¹¹ *Ibid.*, sec. 388.

2. The Agricultural College fund income.

3. All such contributions as may be derived from public or private bounty.¹

There shall be levied and collected annually a State tax of one-eighth of 1 mill for each dollar of the assessed valuation of the taxable property of the State, which amount when so levied and collected is appropriated to the university fund income, to be used annually as a part thereof.²

ARIZONA.

PUBLIC SCHOOLS.

Every public school, unless otherwise provided by law, must be open for the admission of all resident children between 6 and 18 years of age.

All schools, not otherwise provided by law, must be divided into primary and grammar schools, and must be taught in the English language.³

LEGAL SCHOOL POPULATION.

It is the duty of the school-census marshal to take the census of all the children between 6 and 18 years of age in his district and report the result to the county superintendent on or before the 1st day of July of the year in which the census is taken.

SCHOOL YEAR.

No school district is entitled to receive any apportionment of school moneys which has not maintained a public school at least five months during the then next preceding year.⁴

PRESCRIBED STUDIES.

Instruction must be given in the following branches, viz: Reading, writing, orthography, arithmetic, geography, grammar, history of the United States, elements of physiology, elements of book-keeping, industrial drawing, and such other studies as the Territorial board of education may prescribe.

Instruction must be given during the entire school course in manners and morals. No books, tracts, or papers of a sectarian character shall be used in any public school.⁵

TERRITORIAL SUPERVISION.

The Territorial board of education consists of the Governor, the Territorial treasurer, and the superintendent of public instruction.

The board must meet at the capital of the Territory not less than once in each year.

Its powers and duties are as follows: To adopt rules and regulations for its own government, and for the government of the public schools and school libraries; to devise plans for the increase and management of the Territorial school fund; to prescribe a uniform series of text-books, and enforce their use in the public schools; to prescribe and enforce a course of studies in the public schools, and adopt a list of books for school libraries; to keep a record of its proceedings; to grant and revoke educational diplomas (valid for six years) and life diplomas.

Educational diplomas are granted only to persons who have held a first-grade Territorial or county certificate for at least a year, and have taught, successfully, at least 5 years, and whose application is accompanied by a resolution of the Territorial board of examiners, recommending that the diploma be granted. Life diplomas are issued upon the same conditions as educational diplomas, except that the applicant must have taught, successfully, at least 10 years.⁶

The Territorial superintendent of public instruction, elected biennially by the people, superintends the public schools of the Territory, investigates accounts of school moneys; apportions school moneys; prescribes and distributes forms and regulations; visits the different counties, and inquires into the condition of the public schools therein; has the public-school laws printed and distributed; appoints in each county a county board of examiners; makes a printed report to the Governor on or before the 1st day of December preceding each regular session of the Legislature.⁷

SCHOOL FUNDS AND TERRITORIAL AND COUNTY-SCHOOL TAX.

All moneys which shall accrue to the Territory by the sale of property of an escheated estate or from the rents or profits of lands or tenements held as escheated, shall be paid into the Territorial school fund.⁸

All moneys arising from fines, forfeitures, and gambling licenses (except those under ordinances of incorporated villages and cities) are credited to the county-school fund.⁹

The Territorial tax (levied as a special fund for school purposes) is 3 cents on each \$100; the county-school tax must not exceed 25 cents on the hundred dollars in any one year.

¹Rev. Stat., sec. 389.

²Ibid., sec. 390.

³Sch. Law, sec. 73, 80.

⁴Ibid., secs. 73, 77, 83, 107.

⁵Ibid., sec. 81, 84.

⁶Ibid., sec. 1, 3.

⁷Ibid., sec. 19.

⁸Ibid., sec. 109.

⁹Ibid., sec. 110.

Said taxes are collected as other Territorial and county taxes are.¹

The Territorial superintendent, in January, June, and September of each year (or whenever there are \$2,000 in the Territorial school fund), apportions to each county its share of the school money, according to the number of resident persons therein between the ages of 6 and 18 years, and furnishes an abstract of such report to each county treasurer and county superintendent.

He shall also certify such apportionment to the Territorial auditor, and, upon such certificate, the auditor shall forthwith draw his warrant on the Territorial treasurer in favor of the county treasurer of each county for the amount due said county.

The county superintendent apportions the county-school money as follows: He must ascertain the number of teachers each district is entitled to by calculating 1 teacher for every 80 census children, or fraction thereof, not less than 15 census children, and must ascertain the total number of teachers for the county by adding together the number of teachers assigned to the several districts.

Five hundred dollars shall be allowed to each district for every teacher assigned it. To districts having 10 and less than 15 census children there shall be apportioned \$400.

All school moneys remaining on hand after the above apportionments are distributed among the several districts having not less than 30 school-census children, in proportion to the number of such children in each district.

The county treasurer disburses the county-school money warrant of the county superintendent.²

EDUCATION OF TEACHERS.

Whenever the number of school districts in a county is 10 or more, the county superintendent may hold at least one teachers' institute in each year; and every teacher of a public school must attend such institute and participate in its proceedings.

Each session of the institute must continue not less than 3 nor more than 5 days. If the institute is held during the time teachers are employed in teaching, their payment must not be diminished by reason of their attendance.

The superintendent of two or more counties may unite and hold a joint institute.³

COUNTY SUPERVISION.

The probate judge of each county is, *ex officio*, county superintendent of public schools for his county.

He apportions the school money to districts; draws warrants on the county treasurer for all necessary expenses against the school fund of any district; visits schools; presides over teachers' institutes; issues temporary teachers' certificates; certifies to the Territorial board of examiners the names of persons examined before the county board of examiners; makes estimates of amount of county-school funds needed each year; distributes laws, reports, circulars, and blanks; receives and files reports; approves or rejects accounts against school districts; keeps record of his official acts and of the proceedings of the county board of examiners; appoints trustees of school districts to fill vacancies; grades schools; may appoint a deputy; fixes district boundaries; may appoint teachers if trustees fail to open schools; may require trustees to repair school buildings; and must make reports when directed by the superintendent of public instruction. Failing to do so, he forfeits \$100 of his salary.

TEXT-BOOKS.

Text-books are adopted by the Territorial board of education, and when adopted must be continued in use for not less than four years.⁴

LOCAL SUPERVISION.

Every county, city, or incorporated town, unless subdivided by proper authority, forms a school district.

Three school trustees shall be elected in each district and shall hold their office one year.

No person shall be denied the right to vote at any school-district election, or to hold any school-district office, on account of sex, except in the counties of Apache and Graham.

The powers and duties of board of trustees of school district are: To appoint one of its number clerk; to prescribe and enforce rules for its own government and the government of the schools; to purchase school furniture and apparatus; to rent, furnish, repair, insure, manage, and control school property; to build school-houses or to purchase or sell school lots (when so directed by a vote of its district); to employ teachers and janitors of schools, and to fix and order paid their compensation: *Provided*, That in the county of Apache the county board of examiners shall employ teachers and order paid their compensation; to expel pupils; to exclude from school children under 6 years of age; to enforce the course of study and the use of text-

¹ Sch. Law, secs. 97, 98, 100, 101.

² *Ibid.*, secs. 119, 102, 106.

³ *Ibid.*, sec. 32 *et seq.*

⁴ *Ibid.*, secs. 3, 112.

books prescribed and adopted by the proper authority; to appoint district librarians; exclude from schools and school libraries all sectarian and partisan publications; to arrange transfers to other districts; to appoint a school-census marshal every two years; to call meetings of the district-school electors; to maintain all schools for an equal length of time during the year; to make an annual report to the county superintendent, and to make a report, whenever required, directly to the Territorial superintendent or the county superintendent.¹

TEACHERS.

No person is eligible to teach in any public school, or to receive a certificate to teach, who has not attained the age of 18 years. Before assuming charge of a school every teacher must file his certificate with the county superintendent.

The county treasurer pays the teachers upon the warrant of the county superintendent, drawn upon the order of the district board of trustees. But no warrant shall be drawn in favor of any teacher who does not hold a valid certificate of qualification.

For the examination of teachers there are the Territorial and the county boards of examiners.

The Territorial board adopts rules for the government of county boards of examiners; prepares questions for use of county boards; issues recommendations for life and educational diplomas; grants Territorial certificates of first grade, valid for four years, and of second grade, valid for three years.

Normal-school diplomas from any State normal school in the United States and life diplomas issued by any State board of examination or education must be recognized as *prima facie* evidence of fitness for teaching; and to the holders thereof the board may grant Territorial certificates without examination. The holders of diplomas may teach in any public school of the Territory. Holders of first-grade Territorial certificates may teach in grammar schools; of second grade, in primary schools and as assistants in grammar schools.

Applicants for first-grade Territorial certificates are examined in algebra, physiology, physics, geography, history, and the Constitution of the United States; orthography, defining, penmanship, reading, methods of teaching, grammar, arithmetic, and the school laws of Arizona. Applicants for second-grade certificates are examined in all the above except algebra, physiology, and physics.

The county superintendent and two other persons appointed by the Territorial superintendent constitute the county board of examiners.

This board must meet quarterly, examine applicants, and grant county certificates of two grades: First grade, valid for four years, authorizing the holder to teach a grammar school; second grade, valid for two years, authorizing the holder to teach a primary school; grant certificates without examination to holders of life diplomas and normal-school diplomas; and may renew certificates. The county board in the examination of teachers must use questions prepared by the Territorial board.

Any board may revoke its certificates. County certificates are granted only to those who pass examination in orthography, defining, reading, penmanship, physiology, physics, composition, arithmetic, algebra, geography, grammar, history of the United States, methods of teaching and school laws of Arizona; provided that applicants for second-grade certificates shall not be required to pass an examination in algebra, physiology, and physics.²

DISTRICT LIBRARIES.

School trustees in cities and districts containing 100 or more census children may use not more than \$50 of the school fund in any one year, together with such moneys as may be added thereto by donations for the purchase of books for school libraries.

SPECIAL SCHOOL-DISTRICT TAX.

When the Territorial and county money to which any district is entitled is not sufficient to build or rent suitable buildings, and to pay for keeping a school in such district for at least five months in a year, it is the duty of the school trustees to levy a direct tax upon the taxable property of such district, sufficient to raise an amount, which, together with the Territorial and county money of the district, will keep a school open five months in each year. A tax to keep a school open longer than five months or for building purposes may be levied by a two-thirds vote of the district electors voting at the election.

DAKOTA.

ADMINISTRATION.

The following officers shall be provided, to wit: A superintendent of public instruction for the Territory; deputy superintendent of public instruction for the Territory;

¹ Sch. Law, sec. 43 *et seq.*

² *Ibid.*, sec. 9 *et seq.*, 22, 37 *et seq.*

a county superintendent of public instruction for each organized county; a board of education for every incorporated city, town, or village entitled thereto and having the membership and subordinate officers provided by law; a school board consisting of three members for every organized school township, and such other officers who may be by law provided or associated with these in duty.¹

SUPERINTENDENT OF PUBLIC INSTRUCTION.

At each biennial session of the Legislative Assembly, the Governor shall nominate, and by and with the advice and consent of the legislative council, appoint a person of suitable learning, ability and experience as superintendent of public instruction, who shall hold his office for two years, and until his successor is appointed or elected and qualified, and who shall be a Territorial officer.²

It is the duty of the superintendent of public instruction to make and preserve a record of his official acts.³

He shall discourage the use of sectarian books for any purpose and sectarian instruction in any form in the schools, and shall advise in the selection of books for school-township libraries.⁴

He shall, on or before the 15th day of December in each year, prepare and present to the Governor a report in writing of his official acts for the preceding school year, with a full statement of the condition of the public schools in the Territory, the collection and the expenditure of the public-school funds and revenues, and other facts and statistics showing the condition, progress, and character of the public schools and of school property.⁵

There is hereby appropriated, out of any money in the Territorial treasury not otherwise appropriated, the sum of \$1,500 each year for salary of the superintendent of public instruction; the sum of \$400 a year for travelling expenses; the sum of \$500 a year for office expenses, and the sum of \$1,500 each year for the purchase of blanks and printing instructions.⁶

COUNTY SUPERINTENDENTS.

The qualified electors of the several organized counties shall, at the same time and in the same manner that other county officers are chosen, as provided by law, elect a suitable person, either male or female, of proper character, ability, and experience to be superintendent of public schools within such county, who shall hold office for two years. The superintendent is sworn to fidelity, and must execute a bond with sureties in the penal sum of \$500.⁷

The county superintendent shall receive \$3 for each day actually employed in the discharge of the duties of his office, and the sum of 10 cents a mile for each mile actually travelled by him in the necessary discharge of his duties. In addition thereto, every county superintendent shall receive from his county not less than \$50 nor more than \$400 for each year he shall serve. He shall be allowed a reasonable amount for office expenses.⁸

The county superintendent shall have the general superintendence of the schools in his county, except those under the management of boards of education.⁹

The county superintendent shall encourage teachers' institutes and associations, and shall labor in every practicable way to elevate the standard of teaching, urge the continued employment of successful teachers, encourage the immigration of skilled teachers, and prevent by all proper means the employment of incompetent and inefficient teachers, and seek to make the employment of all teachers by officers a responsible public duty for the public advantage, and to be free from favor or affection, and sectarian interest.¹⁰

COUNTY TAX.

The county clerk of each county shall, at the time of making the annual assessment and levy of taxes, levy a tax of \$1 on each elector in the county for the support of common schools, and a further tax of 2 mills on the dollar upon all taxable property in the county; which taxes, when collected, shall be distributed to the several school corporations in the county, in proportion to the number of children resident in the territory of each over 7 and under 20 years of age.¹¹

SCHOOL TOWNSHIPS.

Every organized school township is hereby declared a distinct municipal corporation for school purposes by the proper corporate name of school township.¹²

School townships may be organized in any county, whether townships are organized for civil purposes or not. School townships may or may not conform in respect to their boundaries to those of civil townships, and may or may not bear the same name.¹³

¹ Pub. Sch. Law of 1883, sec. 1.

² *Ibid.*, sec. 3.

³ *Ibid.*, sec. 4.

⁴ *Ibid.*, sec. 8.

⁵ *Ibid.*, sec. 9.

⁶ *Ibid.*, sec. 7.

⁷ *Ibid.*, sec. 10.

⁸ *Ibid.*, sec. 11.

⁹ *Ibid.*, sec. 12.

¹⁰ *Ibid.*, sec. 13.

¹¹ *Ibid.*, sec. 52.

¹² *Ibid.*, sec. 2.

¹³ *Ibid.*, sec. 23.

All civil townships now organized shall become school townships by the election and qualification of the officers thereof as hereinafter provided.¹

The officers of every school township shall be a director, clerk, and treasurer, who shall be qualified electors of the county and residents of the township, and shall each be elected to serve for the term of 3 years.²

All of these officers shall be sworn to fidelity, while the treasurer shall give bond with sureties in a penal sum equal to double the amount of money handled.³

The school board of the township shall exercise its corporate powers and shall have charge and direction of the public schools and their affairs therein, and in the control and management of its schools and all school property belonging to it.⁴

Township officers shall belong to different schools of the Territory thereof, except where there are less than three schools in the township.⁵

All boards of education, independent school districts, and other school boards shall make regular annual reports to the county superintendent, who shall in time report to the Territorial superintendent. This provision shall apply to all graded and high schools.⁶

Hereafter, all school district officers shall qualify as herein required for school township officers, in all respects. Officers of school townships and of school districts shall hereafter be deemed township officers within the provisions of the political code.⁷

UNITING DISTRICTS IN TOWNSHIPS.

There shall be no district or subdistricts or any Territorial subdivisions of a school township, but the only division shall be this of the people, and persons of school age, among and between the several schools as patrons thereof, and these shall be based, as far as convenient and practicable, upon the free choice of the parents, guardians, or other persons having in charge the children of school age.⁸

The adoption of the system herein provided, and the passage and approval of this act, shall not have the effect to discontinue, abolish, and render null such school districts or their organization as they may now exist in any county, but they shall continue to exist and their officers to act as such in law and fact, until the school-township organization is complete so far as it includes any particular district or districts, or the larger part of any particular district; and such township organization shall not be deemed complete nor such districts so cease to exist and their officers to act as such, until all matters between the district and the township are adjusted and the property delivered, funds paid over, and an adjustment is reached for the equalization of taxes and property between the districts which enter in the school township, so far as such taxes and property remain permanent in houses, sites, furniture, and other parts of houses and grounds.⁹

Every school township shall be liable for, and shall assume and pay fully, according to its legal tenor, effect, and obligation, all the outstanding bonds and the interest thereon, of every school district, the school-house and furniture of which are received and included within the school township and owned thereby, the same as if said bonds had been issued by said school township.¹⁰

The provisions of this act requiring the division of counties into school townships, and the election and qualification of officers for the same, and for the organization and execution of the powers of such school townships shall not have force and take effect in the counties of Union, Lincoln, Clay, Turner, Yankton, Minnehaha, Moody, Brooking's Lake, Deull, Codington, Cass, Grand Forks, Walsh, Pembina, Barnes, Hutchinson, and Lawrence until so ordered by the respective boards of county commissioners of said counties.¹¹

Whenever the board of county commissioners of either of said counties shall decide, by resolution, that the condition of school affairs in its county is such as to justify the carrying out of this act therein, it shall cause notice thereof to be given by publication, and it may proceed at any time it deems convenient to divide the county into school townships as herein provided.¹²

TOWNSHIP LIBRARIES.

The school board of any school township shall have power, when thereunto organized, as in this act required for establishing a graded school, by a majority of the schools and the voters thereof, to purchase and keep for the use of the inhabitants of the school township a circulating library of the value of not more than \$500, to be selected by the school board from any list of books furnished or approved by the superintendent of public instruction.¹³

The township school board shall have care and keeping and custody of the library, and shall make rules to govern the drawing, circulation, and care of the books while in the hands of the people.¹⁴

¹ Pub. Sch. Laws of 1883, sec. 29.

² *Ibid.*, sec. 30.

³ *Ibid.*, secs. 35, 38, 39.

⁴ *Ibid.*, sec. 43.

⁵ *Ibid.*, sec. 78.

⁶ *Ibid.*, sec. 128.

⁷ *Ibid.*, sec. 154.

⁸ *Ibid.*, sec. 65.

⁹ *Ibid.*, sec. 136.

¹⁰ *Ibid.*, sec. 144.

¹¹ *Ibid.*, sec. 148.

¹² *Ibid.*, sec. 149.

¹³ *Ibid.*, sec. 129.

¹⁴ *Ibid.*, sec. 131.

The board shall, under proper rules and safeguards, permit teachers to take books from the library, temporarily, to their schools for use there in illustrating any subject and for purposes of general information and instruction; and all school corporations are authorized, without further authority, to purchase and, during term time, leave at each school one copy of Webster's Unabridged Dictionary, which is recognized as the standard for the English language in all the schools of this Territory.¹

SCHOOL FUNDS.

All money received from the school township from township taxes, from subscription, donation, sale of property, penalties, or any other source whatever, except from apportionment by the county or Territory, shall be called the special school fund; and all moneys apportioned by the county superintendent from the county-school fund, or from the Territory of the United States, shall be called the tuition fund.²

The county superintendent shall apportion such amounts to the several public-school corporations within the county in proportion to the number of children residing in each over 7 and under 20 years of age, as the same shall appear from the last annual reports thereof, and he shall immediately notify each school treasurer of the money due his school corporation, and he shall draw his order upon the county treasurer in favor of the several school treasurers aforesaid, for the amount so apportioned to each school corporation, and he shall deliver said orders to said treasurers upon their application, taking their receipt therefor.³

The public schools of every city, town, or village which may be regulated by special law in the charter thereof, or by other special acts, or by any general act providing boards of education therefor, shall be entitled to receive their proportion of the county general tuition fund.⁴

TEACHERS.

The county superintendent shall hold public examinations, both written and oral, of all persons over 18 years of age offering themselves as candidates to teach in the common schools. To obtain a certificate of qualification the applicant must be of good moral character, apt to teach and govern, and must possess an adequate knowledge of orthography, reading, writing, arithmetic, geography, English language, grammar and United States history.⁵

Such certificates shall be of three regular grades: The first grade for the term of 2 years; the second grade for 18 months, and the third grade for 12 months, according to the ratio of correct answers of each applicant and other evidences of qualification appearing from the examination. In addition to these regular certificates the superintendent may grant a certificate of probation to any applicant otherwise qualified, who shows aptness to teach and govern, who comes within ten upon each of the subjects of examination of the standard required for a third-grade certificate. Such certificate of probation shall be for the term of 6 months and shall be issued once only within the Territory, and shall not be repeated to any person, but the holder thereof must thereafter secure at least a third-grade certificate or be rejected. For a certificate of the third grade or of probation the applicant is excused from examination upon United States history.⁶

All persons of good moral character who are graduates of any normal school of good reputation in the United States shall, upon presentation of their certificates of graduation, or of the completion of teacher's courses, or regular diplomas from such schools, be granted certificates by the superintendent of public instruction, for the term of 5 years, which shall be known as professional certificates.⁷

The certificates issued by a county superintendent shall be valid only within the county where issued, except a first-grade certificate, which shows on its face that it is issued the second term upon regular examination, which shall be valid throughout the Territory.⁸

Teachers shall be employed only upon the exhibition of certificates valid in the county where employed, and then only upon written contracts signed by the teachers and at least two members of the township school board, which shall specify the date at or about which the school shall begin, the length of time it shall continue, the wages per month, and the time of payment thereof.⁹

Every teacher of a common school under this law shall, at the expiration of each term, immediately make out full duplicate reports, and deliver one copy thereof with the register to the school clerk and one to the county superintendent. And until such report shall have been so filed with the clerk, the school board shall not pay more than 90 per cent. of the wages for such teacher for his or her services as such for the time required to be covered by such report.¹⁰

¹ Pub. Sch. Law of 1883, sec. 134.

² *Ibid.*, sec. 49.

³ *Ibid.*, sec. 55.

⁴ *Ibid.*, sec. 59.

⁵ *Ibid.*, sec. 16.

⁶ *Ibid.*, sec. 17.

⁷ *Ibid.*, sec. 18.

⁸ *Ibid.*, sec. 19.

⁹ *Ibid.*, sec. 84.

¹⁰ *Ibid.*, sec. 86.

The teacher shall draw pay for and have counted as part of the term, one-half day for every day's actual attendance upon the institute as certified by the conductor of the institute or county superintendent.¹

TEACHERS' INSTITUTE.

Every applicant for a certificate shall pay \$1 to the county superintendent. All money received from the \$1 payments shall constitute an institute fund for the county.²

There is hereby appropriated, out of any funds in the Territorial treasury not otherwise appropriated, the sum of \$600 each year as an institute fund, which shall be used exclusively in employing persons of learning, ability, skill, and experience as conductors of teachers' institutes. Of this fund not more than \$60 shall be paid for the expenses of any one institute in a year, and such institute shall continue for 2 weeks. No institute aided by this fund shall continue less than 5 days.³

Two or more counties may be grouped into one institute; and for any joint county institute which the Territorial superintendent is satisfied will be well attended from each of the counties included, the sum of \$20 may be used from the Territorial fund.⁴

SCHOOLS.

A general and uniform system of free public schools is hereby established and shall be provided for and maintained in all parts of this Territory included within organized counties. Those schools which are within incorporated cities, towns, and villages which now have, or may hereafter have boards of education, shall be governed by such laws as now are, or may hereafter be, in force concerning them; but this act shall not apply to or govern such boards of education, except in those matters wherein it specifically refers and applies to them.⁵

The clerk of every school township and every board of education and school corporation shall make or cause to be made, each year, an enumeration of all the children who are residents within the limits of the corporation on the first day of June, who are over 7 and under 20 years of age, but shall exclude from such enumeration all such persons who are married.⁶

The school board has power to organize, locate, and establish conveniently such, and a sufficient number of schools as are necessary for the education of all the children of school age within the township, and to discontinue or change any of them.⁷

In every common school there shall be taught to all pupils of sufficient capacity to properly attend to the same, the following branches of a common English education: Orthography, reading, writing, geography, arithmetic, English language lessons and grammar, and United States history, unless it is excepted by the board in any particular school. In every public school, the teacher shall give instruction orally upon the subjects of temperance, physiology and hygiene.⁸

The board of commissioners shall so divide the county into school townships, that not less than 4 primary schools may be in one school township when settled, and so that the township shall have when settled, sufficient area and population and number of schools to furnish opportunity of choice between schools and to support a more advanced graded school from the patrons of all. No township shall hereafter be organized with an area of more than 90 square miles of land sections.⁹

It may locate and build one school-house at some convenient and accessible point in the township, which shall have two school-rooms, and in one of these may be held a regular primary common school, and in the other shall be taught a more advanced school, to which shall be admitted all such pupils in the township who are properly advanced in their studies to enter the same. When the township is of larger area than a Congressional township, it may so locate and build two or more such school-houses, and open and maintain such an advanced school in each.¹⁰

All the school-houses in a township shall be numbered by the board from one upward, and record shall be made of such numbers, and thereafter the school-houses and schools shall be known and referred to in all matters and in contracts with teachers, and in the minutes and proceedings of the board by this number so assigned and recorded, which numbers shall be the same for school-houses and schools therein, and when more than one school is held in one house, they shall be otherwise distinguished by their grade.¹¹

All the schools in a township shall be taught an equal length of time as nearly as the same can practically be done, without regard to the diversity in the number of pupils attending the different schools, or in their ages or advancement in learning or the cost of the school. The school board of the township shall not apportion money among the several schools to be there expended, but must manage and disburse the

¹ Pub. Sch. Law of 1883, sec. 81.

² *Ibid.*, sec. 20.

³ *Ibid.*, sec. 123.

⁴ *Ibid.*, sec. 125.

⁵ *Ibid.*, sec. 1.

⁶ *Ibid.*, sec. 64.

⁷ *Ibid.*, sec. 43.

⁸ *Ibid.*, sec. 83.

⁹ *Ibid.*, sec. 25.

¹⁰ *Ibid.*, sec. 43.

¹¹ *Ibid.*, sec. 44.

funds for the equal good of all, making the schools equal in value and time if not in cost.¹

All school corporations and districts in all the counties in the Territory shall keep open and maintain public schools for not less than 6 months each school year, where said corporation or district contains twenty or more pupils, and the levy allowed by law upon the assessed valuation is sufficient for that purpose.²

A school month shall consist of 20 school days, a school week of 5 school days, and no Saturdays shall be counted as school days.³

Every parent, guardian, or other person having in charge any child or children between the ages of 10 and 14 years is required to send such child or children to a public school at least 12 weeks in each school year, at least 6 weeks of which shall be consecutive, unless such child or children be excused from such attendance by the school board.⁴

Every person, whether a pupil or not, who shall wilfully molest or disturb a public school when in session, or who shall wilfully interfere with and interrupt the proper order or management of a public school, by acts of violence, boisterous conduct, or threatening language, so as to prevent the teacher or any pupil from performing his duty, shall, upon conviction thereof, be punished by a fine not exceeding \$25, or by imprisonment in the county jail not more than 10 days, or by both such fine and imprisonment.⁵

If any parent, guardian, person having a child in charge, or other person, from any cause, fancied or real, in the presence of a school, whether at intermission, recess, during its sessions, or before or after the day's session, in the presence of a considerable number of the members of the school, shall upbraid, insult, or threaten the teacher of such school, such person shall, upon conviction thereof, be punished by a fine not exceeding \$25.⁶

The Bible shall not be excluded from any public school, nor deemed a sectarian book. It may be read in each school without sectarian comment, not exceeding ten minutes daily, and no pupil shall be required to read it contrary to the wishes of his parent or guardian or other persons having him in charge.

The highest standard of morals shall be taught, and industry, truthfulness, integrity and self-respect inculcated, obedience to law enjoined, and the aims of an upright and useful life cultivated.⁷

GRADED AND HIGH SCHOOLS.

Besides the two-room school-houses and advanced schools which the township school board is authorized to locate, build, and open under section 43 of this act, and in addition thereto, whenever a school township has within and belonging to it 4 or more common schools, and owns and has well-furnished good and sufficient school-houses for them, the township school board may submit to the voters belonging to the several schools the question, whether a graded school shall be established and maintained for the township.⁸

The graded school herein provided shall be more advanced in grades and studies, and in the learning, skill, and experience of its teachers, than the common or graded schools otherwise provided for in this act. The graded school shall not be opened and taught more than 6 months in one school year, without authority from a majority of the schools and voters, to be obtained in the manner hereinbefore provided for obtaining authority to erect and open a graded school, but when the authority is once given, it cannot be reduced for two full years thereafter by action of the schools or the voters, but the board of the school township may so reduce it.⁹

When no graded school of any kind is established and maintained in a school township, the school township may employ a teacher more advanced in learning, skill, and experience in one or more of the common schools wherein accommodations are ample, and the attendance of primary pupils is not large, and may authorize the more advanced pupils from two or more of the schools to attend one of such schools. The township board is further authorized, to open and have taught one or more advanced schools for the admission and instruction of pupils from all the townships for the period of 2 months after the regular common schools close, or before they open, or during the vacation therein, if the terms of such other schools permit it, and to these schools shall be admitted the more advanced pupils from other schools, under such rules as the board may prescribe.¹⁰

The school boards of two or more municipal corporations for school purposes shall have power, when thereunto authorized by their respective townships as hereinbefore provided, to establish a joint graded school or schools, or such modifications of them as may be practicable, and provide for admission into them from the primary schools of the respective corporations of such pupils who are sufficiently advanced for

¹ Pub. Sch. Law of 1883, sec. 45.

² *Ibid.*, sec. 155.

³ *Ibid.*, sec. 106.

⁴ *Ibid.*, sec. 119.

⁵ *Ibid.*, sec. 89.

⁶ *Ibid.*, sec. 90.

⁷ *Ibid.*, sec. 9.

⁸ *Ibid.*, sec. 70.

⁹ *Ibid.*, sec. 72.

¹⁰ *Ibid.*, sec. 73.

such admission. The school boards of the corporations shall jointly have the care and management of such graded school.¹

TERRITORIAL SUPERINTENDENT.

The Territorial comptroller is hereby made and constituted, *ex officio*, Territorial superintendent of public instruction.²

It is the duty of the superintendent of public instruction—

1. To superintend the public schools in the Territory.
2. To report to the Governor the condition of the public schools.

N. B.—The summary of the school law of Idaho begins with the third line on page 198. The heading "Idaho" should have preceded the heading "Territorial Superintendent."

out the Territory.

5. To decide disputed points in school law, and all such decisions shall be held to have the force of law till reversed by the courts.³

TERRITORIAL FUND.

That all moneys accruing from the sale of all lands heretofore given, or which hereafter may be given, by the Congress of the United States for school purposes in said Territory, and all moneys that may hereafter be given and appropriated by the United States for school purposes, unless the same by special provision shall be appropriated for the establishment of a university or other high school, together with any moneys by legacy or otherwise donated for educational purposes, and appropriated for the general fund, and all moneys accruing to the Territory from unclaimed moneys from the estates of deceased persons shall be set apart and shall constitute an irreducible and indivisible Territorial general school fund, the interest only accruing from which shall be appropriated to the respective counties of the Territory in the manner hereinafter specified and directed.⁴

COUNTY SUPERINTENDENTS.

At the next general election, and at every general election thereafter, there shall be elected in counties containing more than 5 school districts, a county superintendent, who shall hold his office for the term of 2 years, or until his successor is elected and qualified. The board of county commissioners of such counties shall fix the compensation of such county superintendent, and provide for the payment of contingent expenses of his office.⁵

It is the duty of the county superintendent—

1. To superintend the schools of his county.
2. To hold quarterly examinations.
3. To make a full report annually.
4. To appoint school trustees, to serve till the next school election, for newly organized districts.

5. To visit and examine each school in his county at least once in each year, and for every school not so visited, the board of county commissioners must, on proof thereof, deduct \$10 from his salary, which shall be applied to the county-school fund.

6. To preside over teachers' institutes.

7. To adopt, with the concurrence of at least 2 of the county commissioners, a uniform series of text-books for the use of the schools in his county, and enforce the same, and such series shall not be changed for a period of 4 years; said series shall embrace each of the following-named branches of study, to wit: Reading, spelling, grammar, arithmetic, geography, history, penmanship, book-keeping.

8. To make reports when directed by the superintendent of public instruction.⁶ He may, if necessary, call to his aid, for the purpose of assisting in the examinations, any one who is a practical teacher, and such person, with the county superintendent as, *ex officio*, chairman, shall constitute the county board of examiners.

He may grant permits to teach to any one whom he deems capable, until the next quarterly examination, and to teachers in remote districts in his county he may grant certificates, upon the recommendation of any one whom he may appoint to examine such applicant.

It is the further duty of the county school superintendent to require of the county treasurer a report of the amount of school moneys on hand to the credit of the sev-

¹ Pub. Sch. Law, sec. 75.

² Gen. Sch. Laws, sec. 7.

³ *Ibid.*, sec. 8.

⁴ *Ibid.*, sec. 1.

⁵ *Ibid.*, sec. 12.

⁶ *Ibid.*, sec. 13.

eral school funds of the county, not already apportioned, and it is hereby made the duty of said treasurer to furnish such report when so required. It is the duty of the county school superintendent upon receiving the notice from the county treasurer, as provided in this act, to apportion the public-school moneys, both county and Territorial.¹

COUNTY-SCHOOL FUND.

For the purpose of establishing and maintaining public schools in the several counties of the Territory, it shall be the duty of the county commissioner of each county, at the time of levying the taxes for county and Territorial purposes, to levy a tax of not less than 4 mills, nor more than 10 mills, on each and every dollar of taxable property in his respective county, for school purposes.²

For the further support of public schools, there shall be set apart by the county treasurer of each county all moneys arising from fines and forfeitures for a breach of any of the penal laws of this Territory.³

NEW DISTRICTS.

Whenever at least 4 heads of families, representing at least 10 children of school age, or 9 in Shoshone County, petition the county school superintendent for the organization of a new school district, or for a subdivision of or change in the boundaries of an old one, said petition shall be presented to the board of county commissioners at its next regular meeting for final action.⁴

The right of any citizen of any school district to vote at any school election or upon any school matter, or for county school superintendent, or to hold office as school trustee or county superintendent, shall not be denied or abridged on account of sex.⁵

TRUSTEES.

At the first school election in any newly organized district there shall be elected for each new district 3 trustees, 1 of whom shall hold office for 3 years, 1 for 2 years, and 1 for 1 year, and the ballot shall designate the length of time which said trustees shall serve. At the second and every subsequent school election there shall be elected 1 trustee, who shall hold his office for the term of 3 years.⁶

It shall be the duty of the trustees of each district—

1. To employ teachers on a written contract, and fix their salaries and length of their term.

2. To visit the schools in their districts from time to time, and not less than once a month each.

3. To have charge of all school property in their districts, and shall, as such trustees, have power to receive in trust all real estate, or other property, conveyed to said school districts, and to convey by deed all the estate or interest of their districts in any school-house or site directed to be sold by any vote of their districts, and all conveyances made to said board shall be in its corporate name: To Trustees of the School District No. —, County —, Idaho Territory, and to their successors in office.

4. To make a full statement, in writing, annually, to the county school superintendent of their respective counties, of all matters pertaining to their schools.⁷

It is hereby made the duty of trustees of the respective districts on receiving the report from any teacher of the disorderly or bad conduct of large pupils, to decide how such insubordinate pupils shall be punished, or whether they shall be dismissed from school, and the teacher shall enforce the decision so made.⁸

Trustees shall qualify within 15 days after their election, by taking an oath or affirmation faithfully to discharge the duties of their office, and to promote the interest of education in their districts.⁹

TEACHERS.

Qualifications.—It shall be the duty of county superintendents at the quarterly examinations to examine all persons applying for certificates to teach in orthography, reading, penmanship, arithmetic, grammar, modern geography, and history of the United States, asking questions to test the general knowledge of the candidates and their ability to impart oral instructions relating to the subjects treated in the textbooks, and no person shall be granted a certificate who, in the judgment of the superintendents, does not possess the ability to impart oral instruction to such a degree as to render the applicant a successful teacher. County superintendents are authorized to issue two grades of certificates, viz: First grade shall be valid in the county for 2 years, to those who shall answer correctly not less than 75 per cent. of the questions asked in any one branch, and not less than 90 per cent. of the general average; second grade, valid for 1 year, to those who answer correctly not less than 50 per cent. in any branch, with a general average of 75 per cent. But no certificate shall be granted

¹ Gen. Sch. Laws, sec. 14.

² Ibid., sec. 2.

³ Ibid., sec. 6.

⁴ Ibid., sec. 19.

⁵ Ibid., sec. 44.

⁶ Ibid., sec. 20.

⁷ Ibid., sec. 22.

⁸ Ibid., sec. 23.

⁹ Ibid., sec. 26.

to any person who is not known to be a law-abiding citizen and of a good moral character.¹

A Territorial certificate, entitling the holder to teach in any school district in the Territory, and good for five years, may be issued at any time by the superintendent of public instruction, upon an applicant passing a satisfactory examination before him.²

The branches required for a Territorial certificate shall be the following: Written arithmetic, United States history, reading and elocution, English grammar, common and physical geography, geology, physiology, natural philosophy, algebra, plane geometry, general history, political economy, civil government, and the theory and art of education.³

Every person who, upon examination before any county board, shall be deemed competent to teach, shall before receiving a certificate pay to the county treasurer the sum of \$3.⁴

Duties.—Every teacher in the public schools must—

Enforce the course of study, the use of text-books, and the rules and regulations prescribed for schools by the county superintendent of his county.

Hold pupils to strict account for disorderly conduct on the way to and from school, on the play-ground, or during recess; suspend for good cause any pupil in the school, and report such suspension to the board of trustees for review. If such action be not sustained by it the teacher may appeal to the county superintendent, whose decision shall be final.

Endeavor to impress upon the minds of pupils the principles of morality, truth, temperance, justice, and patriotism; teach them to avoid idleness, profanity, and falsehood, and instruct them in the principles of free government, and train them up to a true comprehension of the rights, duties, and dignity of American citizenship.⁵

TEACHERS' INSTITUTES.

That the county superintendent of common schools in any county in this Territory containing 10, or more than 10 organized school districts may hold annually a teachers' institute, and such institute shall continue in session not less than 2 nor more than 5 days.⁶

It shall be the duty of all teachers engaged in the county, and of all persons holding certificates, to attend such institute and participate in the exercises thereof; and the county superintendent may revoke the certificate of any teacher who fails to attend, unless a reasonable excuse be given.⁷

All teachers who may adjourn school for the purpose of attending any annual institute shall be allowed the same pay while in actual attendance, and for the time necessarily spent in travelling to and from the institute, as when teaching.⁸

The county superintendent of common schools shall provide all things necessary for the holding of the institute and shall present an itemized account of expenses, not to exceed \$50, to the board of county commissioners, and it shall be paid from the current-expense fund of the county.⁹

SCHOOLS.

No books, papers, tracts, or documents of a political, sectarian, or denominational character shall be used or introduced in any school established under the provisions of this act, and any and every political, sectarian, or denominational doctrine is hereby expressly forbidden to be taught therein; nor shall any teacher nor any district receive any of the public-school moneys in which the schools have not been taught in accordance with the provisions of this act.¹⁰

Trustees shall determine whether pupils outside of their district shall be permitted to attend school in such district, and upon what terms.¹¹

A school month is construed and taken to be 4 weeks of 5 school days each.¹²

INDIAN TERRITORY

CHEROKEE NATION.

For the purpose of maturing and adopting the best possible system of education for the youth of the Nation, and for the purpose of devising the best means for placing a liberal education within the reach, as nearly as possible, of all the children of the Nation, and enabling those who speak only the Cherokee language to acquire more readily a practical knowledge and use of the English language, there shall be permanently established a board of education with such power as shall be conferred by law.¹³

The board of education shall consist of 3 persons of liberal literary attainments and free from immoral or intemperate habits, who shall be nominated by the princi-

¹ Gen. Sch. Laws, sec. 27.

² Ibid., sec. 29.

³ Ibid., sec. 30.

⁴ Ibid., sec. 31.

⁵ Ibid., sec. 34.

⁶ Ibid., sec. 35.

⁷ Ibid., sec. 36.

⁸ Ibid., sec. 37.

⁹ Ibid., sec. 38.

¹⁰ Ibid., sec. 39.

¹¹ Ibid., sec. 40.

¹² Ibid., sec. 41.

¹³ Compiled Laws of 1881, sec 1

pal chief and confirmed by the senate; 1 shall be appointed for 1 year, 1 for 2 years, and 1 for 3 years, and every year after, 1 member of the board shall be thus appointed for 3 years.¹

The powers and duties of the board shall be as follows: To adopt rules and regulations not inconsistent with the laws of the Cherokee Nation, for its own government and for the government of the seminaries, orphan asylum, and primary schools; to prescribe and enforce rules for the examination of teachers and for admission of pupils to the seminaries; to prescribe and enforce courses of study in the seminaries, orphan asylum, and primary schools; to prescribe and enforce a series of uniform text-books in all the schools; to grant or revoke, for immoral, intemperate, or unprofessional conduct, certificates of all grades; to remove or discontinue any primary school which does not maintain a daily average of "13 pupils during the winter term, and of 15 during the summer term." (December 10, 1830.) To keep a record of its proceedings, and to authenticate its acts by the use of a seal; to make requisition on the executive department for funds as they may be needed for the support of the seminaries and orphan asylum, as hereinafter provided; to appoint teachers for the seminaries, orphan asylum, "and the primary schools" (November 23, 1879), under the regulations adopted by said board.²

For educational purposes, the Nation shall be divided into 3 districts, to be known as the first, second, and third school districts.³

The board shall assign 1 of its members to each of the 3 school districts, who shall act under instructions of the board.⁴

The board shall have complete supervision and control of the orphan asylum, the male and female seminaries, and of the educational interests of the Nation at large, subject to such restrictions or direction as may be imposed by law.⁵

It shall visit each seminary and the orphan asylum at least twice a term.⁶

It is required to visit all the schools in its respective districts at least once during each term.⁷

From and after the third Monday in November, 1831, the pay of the members of the board of education shall be \$600 annually. (December 10, 1830.)⁸

BOARD OF DIRECTORS.

The board of education shall, as soon as practicable, appoint to each primary school 3 respectable citizens as a board of directors, who shall hold their office during good behavior, but shall not be entitled to any compensation.⁹

The duties of said board of directors shall be as follows: To manage and control the school property, see that provision is made for taking care of school books and other school material, locate the school-house in the neighborhood, superintend its erection and repairs. To suspend or expel pupils for misconduct, to enforce the course of study, to visit the schools at least twice during each term, to certify to the length of time the teacher has taught, for the information of the board of education.¹⁰

TEACHERS.

The board of education shall constitute the board of examiners, and shall examine all applicants for positions as teachers, as to their scholarship, moral character, and fitness for teaching, and grade the same according to the standard fixed by said board: *Provided, however,* That all persons who shall finish the present normal course of either seminary or orphan asylum, shall be entitled to permanent first-class certificates, which certificates, however, shall be subject to revocation for intemperate, immoral, or unprofessional conduct.¹¹

"In the employment of teachers for the high and primary schools, qualifications being equal, preference shall be given to teachers who are citizens of the Nation." (December 1, 1879.)¹²

"From and after the close of the present term the pay of the teachers of the primary schools shall be \$35 per month."¹³

The pay of teachers of the male and female seminaries shall be as follows:

Principal teacher	\$800 00
Assistant teacher	500 00
Primary teacher	300 00

(December 10, 1830.)¹⁴

The principal teacher of the female seminary shall be of the same sex with that of the pupils thereof. (December 10, 1830.)¹⁵

The school laws of the Nation shall be deemed as consisting of two classes, to be styled and known as primary and high schools. The primary schools now in opera-

¹ Compiled Laws of 1831, sec. 2.

² *Ibid.*, sec. 5.

³ *Ibid.*, sec. 6.

⁴ *Ibid.*, sec. 7.

⁵ *Ibid.*, sec. 8.

⁶ *Ibid.*, sec. 13.

⁷ *Ibid.*, sec. 25.

⁸ *Ibid.*, sec. 32.

⁹ *Ibid.*, sec. 22.

¹⁰ *Ibid.*, sec. 23.

¹¹ *Ibid.*, sec. 21.

¹² *Ibid.*, sec. 28.

¹³ *Ibid.*, sec. 29.

¹⁴ *Ibid.*, sec. 33.

¹⁵ *Ibid.*, sec. 35.

tion, and others of like grade that may be hereafter established, to be known as the primary, and the two seminaries now in operation as high schools.¹

The full term of study in the primary department of the seminaries, shall be 3 years, that in the seminaries, 4 years.²

The school census pertains to children over 7 and under 21 years of age.³

The board of education shall furnish tuition, clothing, board, and lodging to children of the primary department gratuitously, and shall have full control of such children while attending school and until they shall have completed their term of study. It shall furnish gratuitously, tuition only to other pupils attending the seminaries, but shall provide board at actual cost, and no more, such pupils being required to provide their own bedding and clothing. The board may, however, make exception in favor of such youth who are unable to pay for their board, and they shall be required to furnish their clothing and bedding only.⁴

In order to inculcate habits of industry among pupils attending the boarding schools now in operation, or to be hereafter put into operation, the board of education shall have authority to declare such schools to be industrial or manual-labor boarding schools; and it shall, whenever deemed expedient, provide the necessary means for promoting the agricultural and mechanical industries in such schools.⁵

A school month is construed and taken to be 20 school days, or 4 weeks of 5 days each. (December 7, 1882.)⁶

"A school year shall consist of two terms, one of 20 weeks, and the other of 16 weeks."⁷

MONTANA.

SUPERINTENDENT OF PUBLIC INSTRUCTION.

A superintendent of public instruction shall be appointed by the Governor, by and with the advice and consent of the Legislative Council, and shall hold office for the term of 2 years, or until his successor is appointed and qualified; and shall execute a bond in the penal sum of \$2,000, with two good and sufficient sureties. The superintendent of public instruction shall have power to adopt a course of studies and rules and regulations for all public schools in the Territory, and shall have and use a seal, and authorize the printing of all regulations and circulars necessary to carry their provisions into effect, and shall report to the Governor biennially.⁸

It shall be the duty of the superintendent of public instruction to travel in the different counties of the Territory where common schools are taught, as far as possible, without neglecting his other official duties, during at least 3 months in each year, for the purpose of visiting schools, of consulting with county superintendents, and of addressing public assemblies on subjects pertaining to public schools; and his necessary travelling expenses, not exceeding the sum of \$300 in any one year, shall be paid out of any funds in the treasury not otherwise appropriated.⁹

He shall receive a salary of \$1,200 per annum, and an amount for office expenses, not exceeding \$200 in any one year.¹⁰

TERRITORIAL SCHOOL FUND.

The principal of all moneys accruing to this Territory, from the sale of any land which may hereafter be given by the Congress of the United States for school purposes, shall constitute an irreducible fund, the interest accruing from which shall be annually divided among all the school districts in the Territory, proportionately to the number of youth in each between the ages of 4 and 21 years, for the support of the common schools in said districts, and for no other use and purpose whatever.¹¹

COUNTY SUPERINTENDENTS.

A county superintendent of common schools shall be elected in each organized county in this Territory, at the general election preceding the expiration of the term of office of the present incumbent, and every 2 years thereafter, who shall hold office for 2 years, or until his successor is elected and qualified. The person so elected, shall take the oath or affirmation of office, and shall give an official bond to the county in a sum to be fixed by the board of county commissioners of said county. The county commissioners of any county shall, by appointment, fill any vacancy that may occur in the office of county superintendent until the next general election. All persons otherwise qualified shall be eligible to the office of county superintendent of common schools without regard to sex.¹²

The county superintendent shall apportion all school money to the school districts. He shall have power, and it shall be his duty to visit each school in his county at least once a year; to report to the superintendent of public instruction annually; to

¹ Compiled Laws of 1881, sec. 14.

² *Ibid.*, sec. 16.

³ *Ibid.*, sec. 18.

⁴ *Ibid.*, sec. 19.

⁵ *Ibid.*, sec. 20.

⁶ *Ibid.*, sec. 24.

⁷ *Ibid.*, sec. 27.

⁸ Rev. Stat., art. 1, sec. 1088.

⁹ *Ibid.*, sec. 1090.

¹⁰ *Ibid.*, secs. 1091, 1092.

¹¹ *Ibid.*, sec. 1129.

¹² *Ibid.*, sec. 1095.

enforce the course of study adopted by the Territorial superintendent of public instruction; to enforce the rules and regulations required in the examination of teachers; and to keep, in a good and well-bound book, to be furnished by the county commissioners, a record of his official acts.¹

If the county superintendent fail to make a full and correct report to the superintendent of public instruction of all statements required to be made by law, he shall forfeit the sum of \$100 from his salary.²

The county superintendent shall have power and it shall be his duty to appoint trustees and district clerk for any district which from any cause fails to elect at the regular time; to appoint trustees and district clerk to fill vacancies.³

Each county superintendent of common schools shall in each year report to the Territorial superintendent of public instruction the number of school-census scholars between the ages of 4 and 21 years.⁴

COUNTY-SCHOOL FUNDS.

For the purpose of establishing and maintaining common schools it shall be the duty of the county commissioners of each county to levy an annual tax of not less than three nor more than five mills on the dollar on all taxable property within their respective counties. For the further support of common schools there shall be set apart by the county treasurer all moneys paid into the county treasury arising from all fines for a breach of any law, regulating license for the sale of intoxicating liquors, or for the keeping of bowling alleys, or billiard saloons, or of any penal laws of this Territory.⁵

DISTRICT TRUSTEES.

An annual school meeting for the election of a school trustee or trustees and district clerks shall be held in each district.⁶

In all organized districts in which elections have been previously held 1 trustee shall be elected for the term of 3 years. In new districts acting under trustees appointed by the county superintendent, 3 trustees shall be elected for 1, 2, and 3 years respectively.⁷

The board of trustees of each school district shall have custody of all school property belonging to the district, and shall have power, in the name of the district, or in the name of the board as trustees of the district, to convey by deed all the interest of its district in or to any school-house or lot directed to be sold by vote of the district.⁸

Every board of trustees, unless otherwise especially provided by law, shall have power, and it shall be its duty to employ, and for sufficient cause dismiss, teachers, mechanics, and laborers, and to fix, alter, allow, and order paid their salaries and compensation; to enforce the rules and regulations of the Territorial superintendent of public instruction for the government of schools, pupils, and teachers, and to enforce the course of study adopted in pursuance of Territorial law; to suspend or expel pupils from school, and in cities or large towns to exclude from school, children under 6 years of age, where the interests of the school require such exclusion; to provide books for indigent children; to require all pupils to be furnished with suitable books as a condition of membership in the school; to exclude from school and school libraries all books, tracts, papers, or catechisms of a sectarian or political character; to require every teacher to keep a school register; and to require teachers to make such annual reports as may be required by the superintendent of public instruction.⁹

TEACHERS.

Qualifications.—No school district shall be entitled to receive any apportionment of county-school moneys, unless the teachers employed in the schools of such districts shall hold legal certificates of fitness for the occupation of teaching, in full force and effect.¹⁰

County certificates shall be issued by county superintendents, and shall continue in force respectively for 1, 2, and 3 years, according to standard of scholarship. The examination may be written or oral, at the discretion of the county superintendent, and shall include the following branches, to wit: Reading, writing, orthography, arithmetic, geography, English grammar, history of the United States, and the practice of teaching.¹¹

First-grade certificates shall continue in force for 2 years, and shall be granted to persons who have had 12 months successful teaching, and who shall make a general average in their examination of not less than 85 per cent., nor less than 70 per cent. in any one study. Second-grade certificates shall continue in force 2 years, and be issued to persons whose general average in examination is not less than 80 per cent., nor less than 60 per cent. in any one study. Third-grade certificates shall be issued

¹ Rev. Stat., art. 1, sec. 1097.

² *Ibid.*, sec. 1098.

³ *Ibid.*, sec. 1100.

⁴ *Ibid.*, chap. 65, sec. 1197.

⁵ *Ibid.*, art. 1, sec. 1130.

⁶ *Ibid.*, sec. 1108.

⁷ *Ibid.*, sec. 1109.

⁸ *Ibid.*, sec. 1107.

⁹ *Ibid.*, art. 1, sec. 1113.

¹⁰ *Ibid.*, sec. 1173.

¹¹ *Ibid.*, sec. 1149 E.

to those who make a general average of not less than 70 per cent.; and in no case shall any person receive a third-grade certificate who makes less than 60 per cent. in any one branch.¹

Duties.—Every teacher employed in any public school shall make an annual report to the county superintendent, a duplicate of which shall be furnished to the district clerk. Teachers shall make such additional reports as may be required in pursuance of law. No board of trustees shall draw any order or warrant for the salary of any teacher for the last month of his or her services until the reports herein required shall have been made and received.²

Every teacher shall keep a school register in the manner provided therefor, and no board of trustees shall draw any warrant for the salary of any teacher for the last month of his or her services in school at the end of any term or year, until it shall have received a certificate from the district clerk that the said register has been properly kept, the summaries made and statistics entered, or until, by personal examinations, it shall have satisfied itself that it has been done. Teachers shall faithfully enforce in school the course of study and the regulations prescribed in pursuance of law.³

Every teacher shall have power to hold every pupil to a strict accountability in school for any disorderly conduct on the way to and from school, or on the playground.⁴

It shall be the duty of all teachers to endeavor to impress on the minds of their pupils the principles of morality, truth, justice, and patriotism; to teach them to avoid idleness, profanity, and falsehood, and to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties, and dignity of American citizenship.⁵

TEACHERS' INSTITUTES.

That the county superintendent of common schools in any county in this Territory, containing five, or more than five, organized school districts, shall hold annually, a teachers' institute, and such institute shall continue in session not less than three nor more than five days. It shall be the duty of the Territorial superintendent of public instruction to attend the different county institutes, and, in the event of his failure to do so, he shall forfeit \$10 of his salary for each neglect.⁶

It shall be the duty of all teachers engaged in the county, and of all persons holding certificates, either Territorial or county, to attend such institute and participate in the exercises thereof.⁷

All teachers who may adjourn school for the purpose of attending any annual institute shall be allowed the same pay while in actual attendance as when teaching.⁸

The county superintendent of common schools shall provide a building and all things necessary for holding the institute, and shall present an itemized account of such expenses, not to exceed \$25, to the board of county commissioners, and it shall be paid from the school fund of the county.⁹

SCHOOLS.

Every school, unless otherwise provided by special law, shall be open for the admission of all children between 5 and 21 years of age, residing in that school district, and the board of trustees shall have power to admit adults and children not residing in the district, whenever good reasons exist for such exceptions.¹⁰

All schools shall be taught in the English language, and instruction shall be given in the following branches, viz: Reading, writing, orthography, arithmetic, geography, English grammar, and history of the United States, and such other studies as may be deemed necessary may be authorized by the trustees of the district. Instruction shall be given during the entire school course in manners and morals and the laws of health, and due attention shall be given to such physical exercises for the pupils as may be conducive to health and vigor of body as well as mind, and to the ventilation and temperature of school-rooms.¹¹

The education of children of African descent shall be provided for in separate schools. Upon the written applications of the parents or guardians of at least 10 such children to any board of trustees, a separate school shall be established for the education of such children, and the education of a less number may be provided for by the trustees in separate schools in any other manner, and the same laws, rules, and regulations which apply to schools for white children shall apply to schools for colored children.¹²

No books, tracts, papers, catechisms, or other publications of a partisan, sectarian, or denominational character shall be used or distributed in any schools; neither shall any political, sectarian, or denominational doctrines be taught therein.¹³

¹ Rev. Stat., art. 1, sec. 1149 F.

² Ibid., sec. 1124.

³ Ibid., sec. 1125.

⁴ Ibid., sec. 1127.

⁵ Ibid., sec. 1128.

⁶ Ibid., art. 5, sec. 1159.

⁷ Ibid., sec. 1160.

⁸ Ibid., sec. 1161.

⁹ Ibid., sec. 1162.

¹⁰ Ibid., sec. 1118.

¹¹ Ibid., sec. 1119.

¹² Ibid., sec. 1120.

¹³ Ibid., sec. 1121.

The school day shall be 6 hours in length, exclusive of an intermission at noon; but any board of trustees may fix as the school day a less number of hours than 6: *Provided*, It be not less than 4 for any primary school under its charge, and any teacher may dismiss any and all scholars under 8 years of age in any incorporated village, town, or city after an attendance of 4 hours a day, exclusive of an intermission at noon.¹

A school month shall be construed and taken to be 20 school days, or 4 weeks of 5 school days each.²

All pupils who may be attending public schools shall comply with regulations established in pursuance of law for the government of such schools; shall pursue the required course of study, and shall submit to the authority of the teachers of such schools. Continued and wilful disobedience and open defiance of the authority of the teacher shall constitute a good cause for expulsion from school; and habitual profanity and vulgarity, good cause for suspension from school. Any pupil who shall in any way cut, deface, or otherwise injure any school-house, fences, or out-buildings thereof shall be liable to suspension and punishment, and the parents or guardians of such pupil shall be liable for damages on complaint of the teacher or trustees.³

Whenever the interests of the districts require it, the board of trustees may establish a high school, employ a principal teacher and subordinate teachers, and grade the school into departments and classes.⁴

Any parent, guardian, or other person who shall upbraid, abuse, or insult any teacher in the presence of the school, shall be deemed guilty of a misdemeanor, and liable to a fine of not less than \$10 nor more than \$100.⁵

Any person who shall wilfully disturb any public school or any public-school meeting shall be guilty of a misdemeanor and liable to a fine of not less than \$10 nor more than \$100.⁶

COMPULSORY EDUCATION.

Every parent, guardian, or other person in the Territory of Montana having control of any child or children between the ages of 8 and 14 years, shall be required to send such child or children to a public or private school, taught by a competent instructor, for a period of at least 12 weeks in each year, 6 weeks of which time shall be consecutive, unless such child or children be excused from such attendance by the board of trustees of the school district in which such parent, guardian, or person having control of such children resides.⁷

Any parent, guardian, or other person failing to comply with the provisions of this act shall, upon conviction, be deemed guilty of a misdemeanor and fined in a sum not less than \$5 nor more than \$10 dollars for the first offense, nor less than \$10 nor more than \$20 or 30-days imprisonment in the county jail for the second and every subsequent offense.⁸

It shall be the duty of any school trustee to inquire into all cases of neglect of the duty prescribed in this act, under penalty of a fine of not less than \$10 nor more than \$50.⁹

SCHOOL TEXT-BOOKS.

The text-books in the several branches required by law to be taught in the public schools of Montana shall be uniform throughout the Territory.¹⁰

School text-books shall be adopted for periods of 4 years, and such text-books, when adopted, shall be the only text-books for the several branches used in the public schools of the Territory, except as hereinafter provided: *Provided*, That nothing in this act shall be construed to prevent school trustees from authorizing the use of such text-books supplementary to, but not to the exclusion of the text-books adopted for the Territory, as the special needs of their schools may require.¹¹

The following are the titles of the text-books adopted by this act: Bancroft's series of readers, five in number; Harper's Introductory Geography, and Harper's School Geography; Swinton's Language Primer, and Swinton's Language Lessons.¹²

Any school district which shall, after the 1st day of July, A. D. 1885, use other text-books than those herein adopted for the same studies, shall forfeit 25 per centum of the county fund apportioned to it, and the sum so forfeited shall be re-apportioned among the other school districts of the county which shall have complied with this act.¹³

The publishing houses with which contracts are made for furnishing the school books herein adopted, shall furnish at the same discount from the wholesale list of prices, all supplementary and high-school books which may be required by trustees and

¹ Rev. Stats., art. 5, sec. 1122.

² *Ibid.*, sec. 1126.

³ *Ibid.*, sec. 1123.

⁴ *Ibid.*, sec. 1132.

⁵ *Ibid.*, sec. 1143.

⁶ *Ibid.*, sec. 1144.

⁷ *Ibid.*, sec. 1149 A.

⁸ *Ibid.*, sec. 1149 B.

⁹ *Ibid.*, sec. 1149 C.

¹⁰ An act to amend an act entitled "An act to establish a series of text-books for the public schools," App. Feb. 23, 1881, sec. 1.

¹¹ *Ibid.*, sec. 2.

¹² *Ibid.*, sec. 5.

¹³ *Ibid.*, sec. 7.

other school officers throughout the Territory, and which are published by said houses, or either of them.¹

TEXT-BOOK COMMISSION.

There is hereby created a commission to be known as the school text-book commission. Said commission shall consist of the Territorial superintendent of public instruction and two other persons, one of whom shall be a practical teacher, to be appointed by the Governor, by and with the advice and consent of the Legislative Council. It shall hold office till the end of the session of the next Legislative Assembly.²

It shall be the duty of the school text-book commission, during the ensuing two years, to carefully examine the school text-books now in use, and to report to the next Legislature what changes, if any, should be made in the present series, with its reasons in full therefor; and in case any changes be recommended, the terms on which the books recommended can be obtained, and such other information as, in its judgment, may be useful to the Legislature.³

It shall be the duty of the Territorial superintendent of public instruction, in behalf of the commission, to correspond with firms known as school-book publishers, inviting them to send samples of school text-books, with the prices at which they will be supplied at wholesale. The members of the commission shall be repaid their actual expenses in travelling to and from the capital of the Territory for the purpose of making their report, and shall also be paid \$5 per day while engaged in preparing said report: *Provided*, That not more than 3 days time shall be thus employed and paid for.⁴

NEW MEXICO.

COUNTY SUPERINTENDENTS.

The county commissioners shall appoint 1 superintendent of schools for each county of the Territory, who shall hold his office until his successor is elected at the next succeeding election and qualified, and said superintendent shall receive from the county treasurer the sum of \$5 for every day actually and necessarily employed in his duties: *Provided*, That the superintendent shall receive pay for no more than 5 days in each year for each school district in this county.⁵

He shall, within 1 month after his appointment and qualification, or as soon thereafter as practicable, call public meetings—one in each of the school districts already established. At each of such meetings a chairman and a secretary shall be elected, after which an election shall be held for 3 school directors to serve until the next succeeding general election.⁶

It shall also be his duty to visit each district at least once a year, and as much oftener as consistent with the discharge of his other duties, for the purpose of awakening an interest in the cause of education throughout the county.⁷

He shall, also, on the third Monday in June and December of each year, apportion the county-school funds to the various districts, in proportion to the number of school children residing therein over the ages of 5 and under 20 years: *Provided*, No district shall be entitled to receive any portion of the school fund in which a common school has not been taught at least 3 months during the year.⁸

Every county superintendent who shall neglect or refuse to make out and file his annual report as required by this act within the time limited therefor, shall be deposed by the county commissioners, who shall appoint a successor for the balance of the term.⁹

SCHOOL DISTRICTS.

Each of the voting precincts of a county shall be and constitute a school district, in which shall be established 1 or more schools, and in which shall be taught: Orthography, reading, writing, arithmetic, geography, grammar, and the history of the United States, in either English or Spanish, or both, as the directors may determine.¹⁰

That each school district shall be a body corporate by the name and style of "School District No. —, of the County of —,"¹¹

That a new school district may be formed, or the boundaries of any district changed by the county superintendent, on petition of not less than 10 heads of families residing within the proposed district, and each having children of lawful age to attend school under this act: *Provided*, There be at least 20 children residing, *bona fide*, in such proposed district between the ages of 5 and 20 years: *And provided also*, That the district or districts from which the same be taken, whole or in part, be not so reduced that there shall not either one thereof remain with less than 20 children therein between the ages of 5 and 20 years.¹²

¹ An act to amend an act entitled "An act to establish a series of text-books for the public schools," App. Feb. 23, 1881, sec. 9.

² An act to create a school text-book commission, sec. 1.

³ *Ibid.*, sec. 2.

⁴ *Ibid.*, sec. 3.

⁵ Act app. Mar. 31, 1884, sec. 1.

⁶ *Ibid.*, sec. 2.

⁷ *Ibid.*, sec. 3.

⁸ *Ibid.*, sec. 7.

⁹ *Ibid.*, sec. 9.

¹⁰ *Ibid.*, sec. 10.

¹¹ *Ibid.*, sec. 11.

¹² *Ibid.*, sec. 13.

SCHOOL DIRECTORS.

On the day of general election there shall be elected in each school district, by the legal voters thereof, 3 school directors, who shall hold their office for 2 years from the day of their qualification, or until their successors are elected or appointed and qualified, in each organized school district. Such directors shall be legal voters in their respective districts.¹

The school directors of the several districts shall have power, and they are hereby required to provide as soon as practicable, proper school-houses, school-house sites, and sufficient fuel for the schools established by this act, and to pay teachers' wages. The assessor of each county shall be empowered to levy a tax not to exceed 3 mills on the dollar, in any one year, on the taxable property of the county, for the purpose of creating a fund which shall be applied to the various districts, according to the apportionment, for the erection of school-houses, providing the same with furniture and fuel, and paying of teachers' wages. The directors of the several school districts shall also employ and pay school teachers under the restrictions imposed by this act. The directors shall, on or before the first day of October of each year, make an enumeration of all unmarried persons, resident in their respective districts, between the ages of 5 and 20 years, giving the names and ages of such persons in full, and report the same in writing, and which shall be signed by all the directors, to the county superintendent within 15 days thereafter. All resident, unmarried persons, between said ages, shall be entitled to attend and be taught in the schools of their districts in the branches, and for the time prescribed by this act.²

It shall be the duty of the school directors to adopt text-books in either English or Spanish, or both, and when adopted shall not be changed for a period of 5 years. It shall also be their duty to examine, or cause to be examined each applicant to teach, and if found duly qualified shall issue a certificate of qualification, a copy of which shall be forwarded to the county superintendent.³

UTAH.

TERRITORIAL SUPERINTENDENT.

At the general election for the year 1881, and biennially thereafter, a Territorial superintendent of district schools shall be elected, whose term of office shall be for 2 years and until his successor shall be elected and qualified; and before entering upon the duties of his office he shall qualify by taking and subscribing an oath, and giving a bond with approved sureties to the people of the Territory of Utah in the penal sum of \$10,000.⁴

He shall keep a record of the condition of district schools throughout the Territory.

He shall report to the Legislative Assembly biennially.

It shall be his duty to travel in the different counties of the Territory at least once a year, for the purpose of visiting district schools, of consulting with county superintendents, of lecturing before county institutes, and of addressing public assemblies on subjects pertaining to district schools.⁵

COUNTY SUPERINTENDENTS.

At the same general election and biennially thereafter, there shall also be elected, for each county in the Territory, a superintendent of district schools, whose term of office shall be for 2 years and until his successor shall be elected and qualified; and before entering upon the duties of his office he shall qualify by taking and subscribing an oath of office and giving a bond, with approved sureties, in such sum as shall be prescribed by the probate judge of the county.⁴

The county superintendent shall take the general supervision of the schools in his county and visit them at least twice in each year, examine the trustees' records, audit their accounts, and see that the trustees are diligent in the discharge of their duties.

He shall transmit to the Territorial superintendent of district schools, annually, a full and complete financial statement of all funds received in his county, including amount of taxes collected by the trustees in each district, voluntary contributions and amounts arising from the General Government or by legislative enactment of the Territory of Utah, or from any other source whatever.⁶

DISTRICT TRUSTEES.

There shall be elected by the registered voters of the district 3 school trustees for each school district, 1 for the term of 1 year, 1 for the term of 2 years, and 1 for the term of 3 years. And annually thereafter, there shall be 1 school trustee elected by said registered voters in each school district, whose term of office shall be for 3 years, and until his successor is elected and qualified.⁷

¹ Act app. Mar. 31, 1884, sec. 14.

² *Ibid.*, sec. 17.

³ *Ibid.*, sec. 13.

⁴ Dist. Sch. Laws of 1884, sec. 14.

⁵ *Ibid.*, sec. 15.

⁶ *Ibid.*, sec. 17.

⁷ *Ibid.*, sec. 2.

The trustees shall provide school-houses and keep the same in repair, employ teachers, and furnish suitable articles for school purposes.

Trustees may unite and jointly control two or more contiguous districts in the same county, or in adjoining counties, and establish union schools, to be supported out of the funds belonging to their respective districts.¹

The trustees shall have power to appoint a clerk, an assessor and collector, and a treasurer, and prescribe their qualifications.²

A majority of the trustees shall have power to transact business, and in case of a vacancy in any school district by death, resignation, or otherwise, the remaining trustees shall immediately appoint a suitable person to fill such vacancy until the next election for trustees.³

The trustees shall visit officially each school in their respective districts, at least once during each term, and in each year take a census of the children between the ages of 6 and 18 years residing in their districts.⁴

SCHOOL FUNDS.

Whenever it shall be necessary to raise funds to purchase, build, repair, or furnish school-houses, or for other school purposes, an estimate of the approximate cost thereof shall be made by the trustees, and the rate per cent. may be fixed at any sum not exceeding 2 per cent. per annum, as shall be decided by a majority vote of the property tax-payers resident in the district, present at a meeting called for that purpose, to be assessed and collected as a special tax upon all the taxable property in the district.⁵

The county and district apportionment of the moneys accruing for the benefit of districts, under the provision of section 1 of "An act to provide revenue for the Territory of Utah, and the several counties thereof," shall be made by the Territorial superintendent of district schools, based upon the annual reports of county superintendents, on or before the 31st day of December in each year, according to the number of all the children in the district between the ages of 6 and 13 years.⁶

TEACHERS.

The county court of each county shall appoint in its respective county, where not already done, a board of examiners, to consist of the county superintendent and two other competent persons, which shall hold examinations and judge of the qualifications of school teachers applying for schools; and all applicants of a good moral character, considered competent, shall receive suitable certificates signed by the board, which certificates shall be valid for only 1 year from their date, and without which, no person shall be eligible to employment as teacher, by the trustees, and such districts employing other than eligible teachers shall forfeit their apportionment of any public-school fund. The services of the board of examiners shall be paid for by the county.⁷

Teachers of schools shall furnish their respective trustees with a report of their schools at the close of each term, together with such other information as the Territorial superintendent may require.⁸

SCHOOLS.

All schools organized under the direction of the trustees, in the respective school districts of this Territory, shall be known in law by the name and title of "District Schools," and shall be entitled to a just and equitable apportionment of any public-school fund arising from the General Government, or by legislative enactment of the Territory.⁹

The trustees of any school district having a population of over 1,200, when authorized by a majority vote of the property tax-payers resident in the district, present at a meeting called for that purpose, may establish and maintain a graded school, or a graded department in a school in such district, in which pupils may be instructed in higher branches of education than those usually taught in common schools; and pupils over 18 years of age may be admitted to, and instructed in such school or department, on such terms as to tuition and otherwise as the trustees may prescribe.⁵

The school year shall begin on the first day of July, and end on the last day of June, and shall be divided into 4 terms of 10 weeks each.⁴

TEXT-BOOK COMMISSION.

The Territorial and county superintendents, and the president of the faculty of the University of Deseret, or a majority of them, shall, at a convention called by the Territorial superintendent of district schools for that purpose, decide what text-books shall be adopted in the district schools, and their use shall be mandatory in all the

¹ Dist. Sch. Laws of 1884, sec. 3.

² Ibid., sec. 6.

³ Ibid., sec. 13.

⁴ Ibid., sec. 9.

⁵ Ibid., sec. 4.

⁶ Ibid., sec. 21.

⁷ Ibid., sec. 11.

⁸ Ibid., sec. 12.

⁹ Ibid., sec. 10.

district schools of the Territory: *Provided*, That no text-books so adopted shall be changed within a period of 5 years from their adoption, except for sufficient cause, to be decided at a special convention, and any teacher changing the text-books shall forfeit his eligibility as a teacher.¹

UNIVERSITY OF DESERET.

The sum of \$5,000 is hereby appropriated, annually, to the University of Deseret, to be drawn by, and expended under the direction of the chancellor and board of regents: *Provided*, That 40 pupils annually shall be instructed free of charge for tuition, books, or apparatus, for 1 year in the normal department of said university. Said pupils shall be selected by the Territorial superintendent of district schools, from persons nominated by the board of examination of the several counties, according to the district-school population thereof, and their certificates shall entitle the holders to all the benefits of this provision. The character of the studies pursued by said pupils shall be such as may, from time to time, be advised by the Territorial superintendent of district schools. Each pupil so educated shall sign an obligation to the Territorial superintendent of district schools, conditioned that for each year's free tuition so received, he or she will serve 1 year as a district school teacher, if required so to do by his or her respective county superintendent, within 2 years from the date of his or her graduation.²

WASHINGTON TERRITORY.

SUPERINTENDENT OF PUBLIC INSTRUCTION.

Be it enacted by the Legislative Assembly of the Territory of Washington: That a superintendent of public instruction shall be appointed by the Governor, by and with the advice and consent of the Legislative Council, and shall enter upon the duties of his office on or before the first Monday in March next following his appointment, and shall hold his office for the term of two years, or until his successor is appointed and qualified, and shall execute a bond in the penal sum of \$2,000, with two good and sufficient sureties to be approved by the Territorial auditor, conditioned for the faithful discharge of his official duties. No person shall be eligible to the office of superintendent of public instruction unless such person shall be the holder of a first-grade Territorial certificate or Territorial diploma, and shall have taught in the public schools of the Territory for at least one year prior to the date of his appointment.³

The superintendent shall have general supervision of public instruction, especially of the county and district school officers, and the public schools of the Territory, and shall report to the Governor biennially.⁴

It shall be the duty of the superintendent of public instruction to travel in the different counties of the Territory where common schools are taught, as far as possible, without neglecting his other official duties as superintendent of public instruction, during at least 3 months in each year, for the purpose of visiting schools, or consulting with county superintendents, and addressing public assemblies on subjects pertaining to public schools.⁵

He shall receive a salary of \$750 per annum. His office and travelling expenses shall not exceed \$500 in any one year.⁶

The superintendent of public instruction shall be, *ex officio*, president of the board of education.⁷

Before entering upon the discharge of the duties of his office the superintendent is sworn to fidelity.⁸

BOARD OF EDUCATION.

The Governor shall appoint, by and with the advice and consent of the Legislative Council, one suitable person from each judicial district, who, together with the Territorial superintendent, shall constitute the Territorial board of education, which shall hold its office for the 2 years from the first Monday in March next following its appointment.⁹

Said board shall have power to adopt or re-adopt, at its regular meeting in July, a uniform series of text-books throughout the Territory; to prescribe rules for the general government of the public schools; to have the general supervision of the Territorial normal school, whenever the same shall be established by law; to sit as a board of education at its annual meetings and grant Territorial certificates and diplomas.¹⁰

It shall be the duty of the board of education to prepare, annually, a uniform series

¹ Dist. Sch. Laws of 1884, sec. 16.

² *Ibid.*, sec. 20.

³ Sch. Law of 1886, title 1, sec. 1.

⁴ *Ibid.*, sec. 2.

⁵ *Ibid.*, sec. 4.

⁶ *Ibid.*, sec. 5.

⁷ *Ibid.*, sec. 7.

⁸ *Ibid.*, sec. 8.

⁹ *Ibid.*, title 2, sec. 10.

¹⁰ *Ibid.*, sec. 12.

of questions to be used by the county board of examiners in the examination of teachers of the Territory.¹

Each member of the board shall receive \$4 per day for the time actually employed in travelling to, attending, and returning from the meeting of the board: *Provided*, That the expenses of the whole board shall not exceed the sum of \$500 in any one year.² All males and females over the age of 21 years having the qualifications named in this act, shall be eligible to hold, or be elected to any office under this act.³

TERRITORIAL FUND.

The principal of all moneys accruing to the Territory from the sale of any lands which have been, or may hereafter be given by the Congress of the United States for school purposes, shall constitute an irreducible fund, the interest accruing from which shall be annually divided among all the school districts of the Territory, proportionately to the number of children in each between the ages of 5 and 21 years, for the support of common schools and for no other purpose whatever.⁴

COUNTY SUPERINTENDENTS.

A county superintendent of common schools shall be elected in each county of the Territory at each general election, who shall take the office on the second Monday in January next succeeding his election, and hold for 2 years, or until his successor is elected and qualified. He shall take the oath or affirmation of office, and shall give an official bond to the county in a sum to be fixed by the board of county commissioners.⁵

He shall apportion all school money to the school districts in accordance with the provisions of this act.⁶

Each county superintendent shall have the power, and it shall be his duty to visit each school in his county once a year; to report to the superintendent of public instruction annually; to enforce the course of studies adopted by the board of education; to enforce the rules and regulations required in the examination of teachers; to keep in a good and well-bound book, to be furnished by the county commissioners, a record of his official acts.⁷

If the county superintendent fail to make a full and correct report to the superintendent of public instruction of all statements required by law, he shall forfeit the sum of \$50 from his salary.⁸

The county superintendent shall have power, and it shall be his duty to appoint directors and district clerk for any district which, from any cause, fails to elect at the regular time; to appoint directors and district clerks to fill vacancies, to appoint directors and district clerks for any new districts.⁹

Each county superintendent shall receive a salary of \$200 per annum, and when the number of scholars shall exceed 500, then he shall receive the sum of \$5 for each additional 100 scholars, and \$3 for each school visited once during the year, together with mileage at the rate of 10 cents per mile for going to, and returning from said school.¹⁰

Each county superintendent shall call to his assistance 2 persons holding the highest grade certificates in his county; and such persons, with the county superintendent, shall constitute a board for the examination of teachers.¹¹

COUNTY FUND.

For the purpose of establishing and maintaining public schools, it shall be the duty of the county commissioners of each county to levy an annual tax, not less than 3 nor more than 6 mills on the dollar, on all taxable property within their respective counties. For the support of the common schools, there shall be set apart by the county treasurer all moneys paid into the county treasury arising from fines for a breach of any law regulating license for the sale of intoxicating liquors, or for keeping of bowling alleys or billiard saloons, or of any penal law of the Territory.¹²

SCHOOL DIRECTORS.

The board of directors of each school district shall have custody of all school property belonging to the district.¹³

An annual meeting for the election of school directors and district clerk shall be held in each district. Every inhabitant, male or female, over the age of 21 years, who shall have resided in the school district for 3 months immediately preceding any district meeting, and who shall have paid or be liable to pay any tax, except poll or road tax, in said district, shall be a legal voter at any school meeting, and no other person shall be allowed to vote.¹⁴

¹ Sch. Law of 1886, title 2, sec. 13.

² *Ibid.*, sec. 15.

³ *Ibid.*, sec. 16.

⁴ *Ibid.*, title 10, sec. 57.

⁵ *Ibid.*, title 3, sec. 17.

⁶ *Ibid.*, sec. 18.

⁷ *Ibid.*, sec. 19.

⁸ *Ibid.*, sec. 20.

⁹ *Ibid.*, sec. 22.

¹⁰ *Ibid.*, sec. 24.

¹¹ *Ibid.*, sec. 25.

¹² *Ibid.*, title 10, sec. 58.

¹³ *Ibid.*, title 5, sec. 34.

¹⁴ *Ibid.*, sec. 35.

In all organized districts in which elections have been previously held, 1 director shall be elected for the term of 3 years. In new districts, acting under directors appointed by the county superintendents, 3 directors shall be elected for 1, 2, and 3 years, respectively.¹

Every board of directors, unless otherwise specially provided by law, shall have power, and it shall be its duty to employ and, for sufficient cause, dismiss teachers, mechanics, and laborers, and to fix, alter, allow, and order paid their salaries and compensation; to enforce the rules and regulations of the Territorial board of education for the government of schools, pupils, and teachers, and to enforce the course of studies adopted by the board of education; to suspend or expel pupils from school, and in cities and towns to exclude from school all pupils under 5 years of age; to provide books for indigent children; to require all pupils to be furnished with such books as may have been adopted by the Territorial board of education, as a condition to membership of the school; to exclude from schools and school libraries all books and papers of sectarian or partisan character.²

DISTRICT TAXES.

The board of directors of any district may, when in its judgment it is advisable, submit to the qualified school electors of the district the question whether a tax shall be raised to furnish additional school facilities for said district, or for building one or more school-houses, or for removing or building additions to one already built, or for the purchase of supplies, globes, maps, charts, books of reference, and other appliances or apparatus for teaching, or for any and all these purposes: *Provided*, That no special tax shall in any one year exceed 10 mills on the dollar of taxable property in the district, as appears by the last annual assessment.³

TEACHERS.

Qualifications.—A Territorial certificate shall be granted only to such applicant who shall file with the board satisfactory evidence that he has taught successfully 27 months, at least 9 months of which shall have been in the public schools of this Territory. The applicant must either pass a satisfactory examination in all the branches required by law to be taught in the public schools of this Territory, or file with the board a certified copy of a diploma from some State normal school or of a State or Territorial certificate from some State or Territory, the requirements to obtain which shall not have been less than those required by this act. Territorial certificates shall be valid for 5 years, and shall entitle the holders to teach in any public school in the Territory. They may be revoked at any time for cause deemed sufficient by the board, and may be renewed without examination. Life diplomas shall be granted only to such applicants who shall file with the board satisfactory evidence that they have taught successfully for 10 years, not less than one of which shall have been in the public schools of this Territory. In other respects the requirements shall be the same as those required for Territorial certificates; but life diplomas shall be valid during the life of the holders, unless revoked for cause deemed sufficient by the board, and shall entitle the holders to teach in any public school in the Territory. The fee for Territorial certificates shall be \$6, and for life diplomas \$10.⁴ There shall be 3 grades of county certificates, first, second, and third. Unless revoked for cause, first-grade certificates shall entitle the holders to teach for 3 years; second-grade for 2 years; and third-grade for 1 year. No first-grade certificate shall be granted until the applicant shall have filed with the county superintendent satisfactory written evidence of having taught successfully 1 school year of 9 months. Boards of examination may in their discretion issue certificates without examination to the graduates of the normal department of the University of Washington Territory, or to any applicant presenting a certified copy of a certificate of like grade, issued in this or any other State or Territory.⁵

Duties.—Every teacher employed in any public school shall make a report to the county superintendent "at the time of the contract to teach such school, the number of the district in which he is to teach, the grade of his certificate, date it expires, and the proposed length of term," and at the close of any school, in the form and manner, and on the blanks prescribed by the board of education. A duplicate of said report shall be furnished to the district clerk. No board of directors shall draw any order or warrant for the salary of any teacher for the last month of his or her service, until the reports herein required shall have been made and received.⁶

Every teacher shall keep a school register, in the manner provided therefor, and no board of directors shall draw any warrant for the salary of any teacher for the last month of his or her service in the school, at the end of any term or year, until it shall have received a certificate from the district clerk that the said register has been

¹ Sch. Law of 1886, title 5, sec. 36.

² *Ibid.*, title 15, sec. 80.

⁵ *Ibid.*, title 3, sec. 26.

² *Ibid.*, sec. 38.

⁴ *Ibid.*, Title 2, sec. 12.

⁶ *Ibid.*, title 8, sec. 46.

properly kept, the summaries made, and statistics entered, or until, by personal examination, it shall have satisfied itself that it has been done. Teachers shall faithfully enforce in school the course of study and regulations prescribed by law.¹

Every teacher shall have power to hold every pupil to a strict accountability in school for any disorderly conduct on the way to or from school.²

It shall be the duty of all teachers to endeavor to impress on the minds of their pupils principles of morality, truth, justice, temperance, and patriotism; to teach them to avoid idleness, profanity, and falsehood, and to instruct them in the principles of free government, and to train them up to a true comprehension of the rights, duties, and dignity of American citizenship.³

TEACHERS' INSTITUTES.

The superintendent of public instruction shall, at least once a year, hold a Territorial teachers' institute in and for each judicial district in this Territory, over which he shall preside, at such time and place as he may determine upon, which Territorial institute shall continue in session not less than 3 days, and he shall, as far as practicable, aid in establishing county institutes.⁴

Each superintendent of the common schools of any county in this Territory, containing 500 census children, shall hold, once a year, a county institute, of not less than 3 days, at which instruction shall be given in the best method of teaching in the branches required by law to be taught in the public schools, and the county commissioners may appropriate for the expenses of the institute a sum not exceeding \$100 annually; counties having less than 500 census children may, at the option of the county superintendent, unite with any neighboring county for the purpose of holding an institute. All teachers in the county where the institute is held shall be required to attend such institute during its full time; but a strict record shall be kept of the attendance, absence, or tardiness at each day's session of the institute, and the county superintendent shall, at the close of the institute, transmit the record of any teacher to the clerk of the district where said teacher may be at the time employed; and said teacher so absenting himself shall forfeit \$1 for each day's absence.⁴

SCHOOLS.

Every school, not otherwise provided for by special law, shall be open for the admission of all between the ages of 5 and 21 years residing in that school district; and the board of directors shall have power to admit adults and children not residing in the district.⁵

All schools shall be taught in the English language, and instruction shall be given in the following branches, viz: Reading, writing, orthography, arithmetic, geography, English grammar, physiology and hygiene, and history of the United States. Attention should be given during the entire course to the cultivation of manners, morals, to the laws of health, physical exercise, and to the ventilation and temperature of the school-room.⁶

No books, papers, or other publications of a partisan or denominational character shall be used or distributed in any school; neither shall any partisan or sectarian doctrine be taught therein; and any teacher who shall violate these provisions shall forfeit his permit or certificate for the period of 1 year.⁷

The school days shall be 6 hours in length, exclusive of any intermission at noon, but any board of directors may fix as the school day a less number of hours than 6: *Provided*, That it be not less than 4 for any primary school under its charge, and any teacher may dismiss any or all scholars under 8 years of age, after an attendance of 4 hours a day, exclusive of an intermission at noon.⁸

All pupils, who may attend public schools shall comply with the regulations established in pursuance of the law for the government of schools, shall pursue the required course of study, and shall submit to the authority of the teachers of such schools. Continued and wilful disobedience and open defiance of authority of the teachers shall constitute good cause for expulsion from school. Any person who shall in any way cut, deface, or otherwise injure any school-house furniture, fence, or out-building thereof shall be liable to suspension and punishment, and the parents or guardian of such pupil shall be liable for damage on complaint of the teacher or any director, and upon proof of the same.⁹

Any parent, guardian, or other person who shall insult or abuse a teacher in the presence of the school or anywhere on the school grounds or premises, shall be deemed guilty of a misdemeanor and liable to a fine of not less than \$10 dollars nor more than \$100.¹⁰

¹ Sch. Law of 1886, title 8, sec. 47.

² *Ibid.*, title 8, sec. 49.

³ *Ibid.*, title 7, sec. 50.

⁴ *Ibid.*, title 14, sec. 79.

⁵ *Ibid.*, title 9, sec. 51.

⁶ *Ibid.*, sec. 52.

⁷ *Ibid.*, sec. 53.

⁸ *Ibid.*, sec. 54.

⁹ *Ibid.*, sec. 55.

¹⁰ *Ibid.*, title 13, sec. 75.

Any person who shall wilfully disturb any public school, or public-school meeting, shall be guilty of a misdemeanor and liable to a fine of not less than \$10 dollars nor more than \$100.¹

Any series of text-books adopted by the board of education shall remain in use not less than 5 years.²

All school districts in this Territory shall maintain school during at least 3 months each school year. All graded-school districts, not in incorporated towns and cities, shall maintain school at least 6 months.³

COMPULSORY EDUCATION.

All guardians and other persons in this Territory having, or who may hereafter have the immediate custody of any child or children between the ages of 8 and 18 years, shall send the same to school at least 3 months in each year.⁴

In all cases where any person having the custody of any child shall fail to send said child to school the required length of time, provided that an opportunity has offered, and no good reason can be shown for the failure, then said person shall pay to the district clerk of his school district, on the presentation of a warrant from the school directors, the sum of \$100.⁵

PHYSIOLOGY AND HYGIENE.

Physiology and hygiene, which shall, in each division of the subject so pursued, include special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system, shall be included in the branches of study now required by law to be taught in the common schools of this Territory.⁶

Any county superintendent of common schools or any superintendent of public instruction who shall fail or refuse to comply with the provisions of this act, or to perform the duties imposed upon him by this act shall be liable to a penalty of \$100.⁷

No certificate shall be granted to any person to teach in the public schools of this Territory, or in any educational institution receiving money from the Territorial treasury, after the 30th day of June, A. D. 1837, who has not first passed a satisfactory examination in the manner now provided by law for the examination of teachers in the public schools, in physiology and hygiene, with special reference to the effect of alcoholic drinks, stimulants, and narcotics upon the human system.⁸

UNION OR GRADED SCHOOLS.

The inhabitants of two or more school districts may unite for the purpose of establishing a graded school, and shall elect 3 directors and a clerk for such union district. Single districts containing 200 or more children, entitled to draw public money, may organize a graded-school district.⁹

The board of directors provided for in the preceding section shall, in all matters relating to graded schools, possess all the power, discharge all the duties, and be governed by the laws herein provided for district directors.¹⁰

The union district, thus formed, shall be entitled to an equitable share of the school fund, to be drawn from the county treasury, in proportion to the number of children attending such graded schools for each district.¹¹

GRADED SCHOOLS IN INCORPORATED CITIES OR TOWNS.

Each incorporated city or town in this Territory shall be comprised in one district and under one board of school directors, and in all such cities or towns where the enumeration of school children entitled to draw school money is 300 or more, the directors shall be required to adopt the graded system of teaching in their schools: *Provided*, That nothing in this section shall be so construed as to prevent the extension of such city or town districts a reasonable distance outside the limits of such incorporated city or town: *And provided further*, That the schools of such cities and towns may be graded in such manner as the directors thereof may deem best suited to the wants of such districts. But no other language than the English, nor mathematics higher than algebra, shall be taught in such graded schools.¹²

The directors of incorporated city or town districts may, at their discretion, elect one city or town superintendent in each district, who may be a teacher of the district and who shall have control or management of all the schools in his district, subject to the concurrence of the board of directors.¹³

The directors of any school district, composed of any incorporated city or town, shall, when in their opinion it is necessary, levy a special tax of not exceeding 10

¹ Sch. Law of 1886, title 13, sec. 76.

² *Ibid.*, title 17, sec. 85.

³ *Ibid.*, sec. 88.

⁴ *Ibid.*, sec. 89.

⁵ *Ibid.*, sec. 91.

⁶ *Ibid.*, special act, app. Dec. 23, 1835, sec. 1.

⁷ *Ibid.*, sec. 4.

⁸ *Ibid.*, sec. 5.

⁹ *Ibid.*, title 11, sec. 60.

¹⁰ *Ibid.*, sec. 61.

¹¹ *Ibid.*, sec. 62.

¹² *Ibid.*, title 12, sec. 63.

¹³ *Ibid.*, sec. 64.

mills in any one year, for the purpose of building school-houses or purchasing school sites, which tax shall be levied and collected as provided in the general school law: *Provided*, That no special school tax shall be levied or assessed in any district until the same shall have been submitted to the qualified voters of such district, as required by law, and a majority of the votes cast shall be in favor of such tax.¹

¹Sch. Law, 1885 and 1886, title 12, sec. 66.

APPENDIX II.

CITY-SCHOOL SYSTEMS.

CITY-SCHOOL SYSTEMS.

MAGNITUDE OF THE INTERESTS INVOLVED.

Table 14 (pp. 240-303) presents the school statistics of 471 cities containing each 5,000 inhabitants or more. From an examination of the headings of the several columns it will be seen that the inquiries sent out by the Bureau included all the particulars that go to the making up of a complete exhibit of the educational condition.

While some of these are of greater general importance than others, yet it is believed that none is absolutely unimportant. The many omissions in the several columns show how difficult it is to secure the full information sought. In the number of cities included in the exhibit is massed about one-fifth of the total population, supplying about one-fifth of the total school enrolment of the country, and contributing for school purposes nearly one-third of the entire income reported for all public-school purposes. The magnitude of these interests, the independence of the cities in respect to their management, the great variety of conditions which they represent, the grave, social problems which are involved in their success or failure, impart the utmost importance to this chapter of the educational record. Moreover, the separation of the facts pertaining to the city systems from the general view of the country is essential to a clear understanding of the work and the requirements of the rural schools. For these reasons it is greatly to be desired that the returns from the cities should be complete and explicit.

Next to the item, "total population"—which is taken from the census of 1880 and affords a very unsatisfactory basis for comparative study at the present time—the item of enrolment is most fully given, all the cities but one being included in the total (viz, 2,185,418), or 18 per cent. of the population in 1880. The enrolment in private schools is reported for 360 cities and increases the total enrolment to 22 per cent. of the population. The average daily attendance (viz, 1,563,927) is for 354 cities, and the total expenditure (viz, \$38,326,641) for 367 cities.

The expenditure for teaching, or for teaching and supervision, which is the largest and most constant item of expense, and therefore of most value for comparative study, is not reported from 55 cities. The following table summarizes the most important particulars relating to school finances, the cities being grouped by geographical sections.

This summary, it should be observed, simply presents the statistics specified in a convenient form for reference. No satisfactory comparisons can be instituted without reference to populations and total property valuations, items not easily obtained.

TABLE 11.—*Summary of statistics relating to city-school finances.*

	Number of cities.	Estimated real value of property used for school purposes.	Number of cities.	Total receipts.	Number of cities.	Teachers' salaries.	Number of cities.	Total expenditures.
<i>North Atlantic Division.</i>								
1. Maine.....	14	\$1,228,340	14	\$292,304	9	\$168,167	15	\$316,118
2. New Hampshire.....	8	847,601	9	231,548	9	158,910	9	221,399
3. Vermont.....	2	114,500	5	104,903	6	71,201	6	104,531
4. Massachusetts.....	40	9,563,290	40	2,567,308	43	2,980,146	65	5,494,058
5. Rhode Island.....	14	2,099,827	12	284,045	7	330,516	13	668,458
6. Connecticut.....	24	4,034,774	25	1,265,168	25	710,587	26	1,210,196
7. New York.....	37	26,196,784	37	9,108,868	37	5,469,519	37	8,017,683
8. New Jersey.....	21	3,551,245	20	1,319,068	21	868,452	21	1,323,131
9. Pennsylvania.....	36	14,045,592	50	4,523,231	50	2,457,943	50	4,414,173
Total.....	196	61,681,953	212	10,696,543	207	13,244,541	242	21,770,147

TABLE 11.—Summary of statistics relating to city-school finances—Continued.

	Number of cities.	Estimated real value of property used for school purposes.	Number of cities.	Total receipts.	Number of cities.	Teachers' salaries.	Number of cities.	Total expenditures.
<i>South Atlantic Division.</i>								
1. Delaware	1	398,660	1	118,661	1	63,120	1	116,758
2. Maryland	2	2,215,661	1	810,754	2	558,799	2	819,945
3. District of Columbia								
4. Virginia	9	646,145	10	232,667	10	178,175	10	233,382
5. West Virginia	2	324,828	1	65,812	2	59,793	2	84,253
6. North Carolina	3	64,000	2	25,580				
7. South Carolina	3	162,396	3	104,051	3	77,926	3	108,862
8. Georgia	5	624,750	5	196,075	5	160,838	5	215,360
9. Florida								
Total	25	4,436,450	23	1,553,100	23	1,098,151	23	1,578,560
<i>Northern Central Division.</i>								
1. Ohio	35	8,089,540	36	3,252,087	37	1,842,167	37	3,073,172
2. Indiana	16	2,941,105	14	615,649	15	498,080	15	773,794
3. Illinois	26	8,131,476	26	2,872,751	26	1,536,082	26	2,891,193
4. Michigan	18	3,468,490	17	1,051,731	18	552,927	18	1,088,065
5. Wisconsin	15	2,145,612	14	762,154	13	398,754	15	691,400
6. Minnesota	3	3,066,310	3	1,026,227	3	224,659	4	945,290
7. Iowa	12	2,057,950	11	498,156	8	812,286	11	520,518
8. Missouri	9	4,513,170	7	1,300,067	7	790,838	8	1,491,846
9. Dakota								
10. Nebraska	4	1,263,000	4	346,035	4	139,690	4	355,376
11. Kansas	5	465,555	6	170,609	6	82,637	6	162,573
Total	149	36,142,208	138	11,995,466	140	6,377,815	144	11,993,221
<i>Southern Central Division.</i>								
1. Kentucky	4	1,270,974	3	394,720	4	268,969	4	440,715
2. Tennessee	6	596,638	6	219,247	6	167,568	6	231,824
3. Alabama	4	267,700	3	71,933	3	30,623	3	70,819
4. Mississippi	2	37,800	2	26,955	2	21,015	2	26,790
5. Louisiana	1	761,000	1	215,000	1	176,178	1	215,000
6. Texas	7	522,975	9	327,375	10	212,449	10	401,417
7. Indian Territory								
8. Arkansas	1	147,187	1	44,027	1	26,814	1	49,394
Total	25	3,604,274	25	1,299,287	27	903,616	27	1,435,959
<i>Western Division.</i>								
1. Montana								
2. Wyoming								
3. Colorado	2	214,200	2	38,033	2	18,387	2	35,497
4. New Mexico								
5. Arizona								
6. Utah	1	49,300	1	10,378	1	6,174	1	10,973
7. Nevada	2	202,700			2	20,660	2	25,736
8. Idaho								
9. Washington	2	167,000	2	41,837	2	26,502	2	50,244
10. Oregon	1	368,000	1	108,295	1	63,420	1	129,362
11. California	7	4,102,275	8	1,318,087	8	1,037,787	8	1,295,942
Total	15	5,103,475	14	1,516,630	16	1,172,930	16	1,547,754

In the following table an effort has been made to supply data for the comparative study of the chief conditions of the school systems of 55 cities, grouped according to their population and geographical position.

For the first group, which includes cities of from 5,000 to 20,000 inhabitants, the ratio of enrolment to the population is most uniform in the North Atlantic and North Central Divisions. In all the geographical sections the greatest variations in the ratio of enrolment to population are in the cities having from 20,000 to 80,000 inhabitants.

The ratios of average attendance to enrolment are quite uniform for cities of the same rank as regards population in each section, the greatest exception to this gen-

eral state being in the cities of the North Atlantic Division having from 320,000 to 1,300,000 inhabitants. Here, Philadelphia presents a ratio so far above the general average as to throw some doubt upon the return. The only other city in which an average attendance equal to 90 per cent. of the enrolment is secured is Sacramento, Cal. The low percentages of average attendance in New York and Brooklyn are a significant reminder of the hitherto unsuccessful efforts to bring the children of the poor and vagrant classes into the schools. Boston makes a creditable showing in this respect, and if the figures from Philadelphia are trustworthy, that city would seem to have solved the problem of regularity in school attendance.

The per capita expenditures all seem to vary greatly, not only in the cities of one section as compared with another, but in the cities of the same section. The highest per capita expenditures for supervision and instruction are reported from Oakland, Cal.

TABLE 12.—Comparative school statistics of a number of representative cities, grouped according to population and geographical position.

Divisions.	Names of cities.	Popula- tion.	Ratio of whole number of pupils enrolled to the pop- ulation (census 1880).	Ratio of the average daily attendance to the whole number enrolled.	Ratio of the amount paid for instruction to the total expenditures.	Supervision and instruction based on average daily at- tendance.	Incidental or contingent ex- penses based on average daily attendance.
1	2	3	4	5	6	7	8
	<i>Cities containing from 5,000 to 20,000 inhabitants.</i>						
North Atlantic Division...	Altoona, Pa.	19,710	19	83	43	\$8 45	\$4 24
	Cohoes, N. Y.	19,416	14	63	60		
	Honolcester, Mass.	19,329	22	81	61	13 30	3 22
	Lewiston, Me.	19,083	15	93			
South Atlantic Division ...	Wilmington, N. C.	17,350	9	57			
	Lynchburgh, Va.	15,959	16	75		11 46	1 27
	Alexandria, Va.	13,659	12	79	32	8 23	1 57
	Macon, Ga.	12,749	13	75	33	11 88	1 04
Northern Central Division.	Springfield, Ill.	19,743	16	80	51		
	Burlington, Iowa.	19,450	22	73	73	13 34	4 94
	Council Bluffs, Iowa.	18,063	15	70	53		
	Leavenworth, Kans.	16,546	22	78	60		
Southern Central Division.	Montgomery, Ala.	16,713	12	79	86		
	Houston, Tex.	16,513	16	67	50	14 40	1 81
	Little Rock, Ark.	13,138	26	65	54	12 89	2 52
	Chattanooga, Tenn.	12,892	28	53	87	11 53	1 33
Western Division.....	Portland, Oreg.	17,577	23	74	49	21 81	7 75
	Leadville, Col.	14,820	7	79	44	10 86	11 02
	San José, Cal.	12,567	24	66	74	18 62	4 58
	Vallejo, Cal.	5,987	22	76	76	14 71	2 72
	<i>Cities containing from 20,000 to 80,000 inhabitants.</i>						
North Atlantic Division...	Allegheny, Pa.	78,682	14	86	50		
	Lowell, Mass.	59,475	16	67	62	19 43	6 26
	Cambridge, Mass.	52,669	21	77	67		
	Paterson, N. J.	51,031	25	58	60	10 80	4 08
South Atlantic Division ...	Richmond, Va.	63,600	13	87	75	10 76	
	Charleston, S. C.	49,984	10	89	72	15 63	1 27
	Wilmington, Del.	42,478	21	72	54	10 39	3 15
	Atlanta, Ga.	37,409	17	95	79	8 69	
Northern Central Division.	Indianapolis, Ind.	75,056	20	76	69	16 09	3 55
	Kansas City, Mo.	55,785	19	64			
	Toledo, Ohio	50,137	18	73	38		
	Minneapolis, Minn.	46,887	33	67	41	17 68	4 96
Southern Central Division.	Nashville, Tenn.	43,350	16	79	78	13 29	2 15
	Memphis, Tenn.	33,592	15	81	56	10 61	3 55
	Covington, Ky.	29,720	13	75	43	13 36	5 16
	Mobile, Ala.	29,132	14	77			
Western Division.....	Oakland, Cal.	34,555	23	71	70	24 52	4 45
	Sacramento, Cal.	21,420	15	90	78		

TABLE 12.—Comparative school statistics of a number of representative cities, &c.—Cont'd.

Divisions.	Names of cities.	Popula- tion.	Ratio of whole number of pupils enrolled to the pop- ulation (census 1880).	Ratio of the average daily attendance to the whole number enrolled.	Ratio of the amount paid for instruction to the total expenditures.	Supervision and instruction based on average daily at- tendance.	Incidental or contingent ex- penses based on average daily attendance.
1	2	3	4	5	6	7	8
	<i>Cities containing from 80,000 to 320,000 inhabitants.</i>						
North Atlantic Division...	Pittsburgh, Pa.....	156,389	17	72	48	11 89	.....
	Buffalo, N. Y.....	155,184	18	64	60	20 10	2 17
	Newark, N. J.....	136,503	17	63	68	(16 30)	
	Jersey City, N. J.....	120,722	21	60	81	(14 93)	
South Atlantic Division...	-----						
Northern Central Division...	Cincinnati, Ohio.....	255,139	14	83	71	20 46	3 66
	Cleveland, Ohio.....	160,146	19	78	70	16 62	5 22
	Detroit, Mich.....	116,340	16	71	60	14 15	5 62
Southern Central Division...	New Orleans, La.....	216,090	12	62	82	11 47	2 20
	Louisville, Ky.....	123,788	17	81	65	15 50	2 85
Western Division.....	San Francisco, Cal.....	233,959	18	75	86		-----
	<i>Cities containing from 320,000 to 1,300,000 inhab- itants.</i>						
North Atlantic Division...	New York, N. Y.....	1,206,299	20	65	74	19 67	3 31
	Philadelphia, Pa.....	847,170	13	92	66		
	Brooklyn, N. Y.....	566,663	17	65	87		
	Boston, Mass.....	362,839	18	79	58		
South Atlantic Division...	Baltimore, Md.....	332,313	12	81	68	16 58	4 63
Northern Central Division...	Chicago, Ill.....	503,185	17	74	51	16 59	3 62
Southern Central Division...	St. Louis, Mo.....	350,518	15	71	65	17 91	3 87
Western Division.....	-----						

SUMMARIES OF CITY REPORTS.

CALIFORNIA.

Oakland owns 20 school buildings and the Chabot observatory, which, with their sites and furniture, are valued at \$419,175. The schools are divided into 11 grades, of which 4 form the primary, 4 the grammar, and the remaining 3 the high schools. Special prominence is given to English, and much attention is paid to drawing during the entire course. As a beginning in the direction of manual training, one of the schools has been provided with a complete carpenter shop, in which classes are being trained as wood workers. Both sexes are taught together, and 6,770 pupils are enrolled, including 120 in an ungraded evening school. The Chabot observatory is an important aid and incentive to the study of astronomy; it is thoroughly equipped, containing a powerful telescope of 8-inch aperture.

San Francisco school-houses are in a wretched condition; but at last there seems to be a probability that the needed improvements will be made, since the continued efforts of the superintendent in this direction have resulted in the introduction of a specific clause for their provision into the platforms of all the political parties. Careful investigation has shown that the majority of the schools are over-graded, and that pupils are advanced beyond their capacity. This is thought to be the result of abolishing annual examinations. The course of study was modified during the year, and kindergarten methods are more extensively employed in the lowest grades. The time required for the completion of the normal-school course was made two years instead of one, at the beginning of 1885-'86, by act of the board of education. One grade in the girls' high school receives instruction 1 hour each week in domestic economy, and much interest is manifested in this novel branch. A commercial school is conducted with great success.

San José reports the enrolment in the public schools of 3,000 scholars, an increase of 262 over 1884-'85. The number of 612 children of school age has attended private schools only, and 765 have not attended any school during the year. The evening school, which had been discontinued in 1884, was re-opened during the year, and 196 pupils have been enrolled. In addition to the usual branches, book-keeping, commercial arithmetic, free-hand and mechanical drawing are taught. In December, 1885, the schools of this city were awarded a diploma for the excellence of their exhibit of work before the State Teachers' Association. The city has appropriated \$1,100 for the maintenance during the ensuing year of a kindergarten, the merits of which will be thoroughly tested for the first time here. As an experiment, instruction has been given during the year to some of the pupils in needle-work and wood-carving, and as a result it is proposed to add industrial training to the school course.

The total value of school property, personal and real, owned is \$153,500, and the annual cost per pupil, based upon number enrolled, is \$15.65, or \$1.03 less than the previous year.

COLORADO.

Aspen schools are primary, intermediate, grammar, and high, requiring, respectively, two, four, three, and two-years study. Each school year is divided into three terms of three months each. The rudiments of music and drawing are taught in the lower grades, and book-keeping is embraced in the high-school course.

District No. 2, Denver, employs only experienced teachers, and as a natural consequence of such a wise policy, excellent schools are the result. The course of the graded schools extends over six years. The buildings are all new, and amply provided with arrangements for heating and ventilation. Notable additions have been made to the philosophical apparatus of the high school. Special teachers are employed for music and German.

CONNECTICUT.

Bridgeport school registration for 1885-'86 has been 349 more than for the previous year, and a corresponding increase in the cost of maintenance is reported. A new school has been opened under 2 teachers, in a rented room, and an average attendance of 90 scholars has already been secured. The sum of \$12,000 was appropriated for additions to one of the buildings, and many other improvements of lesser

importance have been made. The course of study of the high school was carefully revised at the beginning of the year, and particular attention given to the improvement of the course in English. An evening school is in operation, and, though more successful than in the past, is in a very unsatisfactory condition. Penmanship and drawing are taught by a special teacher, who also conducts a very successful evening drawing school.

Bristol needs more uniformity and organization in its schools. Under the district system now in use neither the town nor the districts have complete control of the schools, and it is exceedingly difficult to secure the best results. The teachers meet regularly, and a novel plan has been introduced into these meetings that has proven interesting and beneficial, *i. e.*, that of bringing in the classes and explaining practically the methods used. Evening schools were established this year and succeeded as well as could be reasonably expected in the short time.

Greenwich reports 20 schools, with a total enrolment of 1,429 pupils, 59 less than last year. The school population has decreased by 12, and the number who attended no school is 324, an increase of 69 over 1884-'85. One hundred and ninety-four children attended private schools. An excellent and commodious school building has been completed during the year. The expense per child, based upon the average attendance, has been \$17.21, against \$15.63 last year.

Hartford schools are sometimes hindered in their progress by differences between the board of school visitors and the district committees, especially upon matters pertaining to the employment of teachers. There are 17 school-houses in the city, varying in their capacity and condition, but as a rule they are comfortable and well adapted to school uses. The high school is well equipped with scientific apparatus, and the instruction is as practical as possible. Two evening schools are maintained with fair success.

Manchester was visited by an epidemic of small-pox in December, 1885, and the shortening of the winter term of one of the schools was considered advisable. The attendance, as shown by the statistics, therefore, was not so satisfactory during 1885-'86 as the previous year. Changes in teachers are avoided as much as possible, and an efficient corps is the result. A few changes have been made in the text-books used.

Meriden owns 15 excellently furnished school buildings, one of which has been reopened during the year after several years' vacancy. Though the number enrolled this year is 80 less than last, the average daily attendance is 15.5 more, and the efficiency of the schools seems to be greater than ever before. Unusual attention was paid last year to supplementary reading, with satisfactory results. Music and drawing are taught in the lower grades. The schools are graded throughout, and comprise the primary, intermediate, and grammar-school departments, and a high school.

Naugatuck has provided a new room for an additional primary school, and needed repairs have been made upon other buildings during the year. There are 6 schools, graded as primary, intermediate, and grammar. Vocal music is taught by a special teacher.

New Britain reports 6 graded, 3 ungraded, 2 evening, and 3 model schools, and a high school. Evening schools were opened in October and have been attended by an average of 103 scholars; experienced teachers are employed, and the instruction is of the most practical character. Book-keeping is taught in the high school, and a special teacher is employed for penmanship and drawing.

New Haven has completed within the year a magnificent school building, costing \$28,000, in which are employed the best and most satisfactory arrangements for heating and ventilation. The sum of \$2,000 has been expended in repairs and improvements upon another building, and other needed alterations and repairs have been made. A new evening school, for girls, has been opened, making a total of 7. Great progress is being made in the direction of manual training. The instruction has been made more thorough and comprehensive, and the classes have increased in size until it is now considered necessary to secure an additional building in which wood working in all its branches may be taught. More attention is being paid to drawing, and the employment of another teacher for this special branch has been rendered necessary. Instruction in sewing, modelling in clay, and plaster casting has also been begun during the year. An industrial exhibit at High School Hall afforded an opportunity for the display of a great deal of creditable art and school work. A business course of 2 years has been added to the regular high-school course. The training schools and kindergarten have greatly increased in efficiency.

New London made such extensive repairs in the school buildings during 1885-'86 that the appropriation has been exceeded. The text-books used were substantially the same as the year before, slight changes being made in mathematics. The proportion of the number registered to the number enumerated was remarkably large this year, the difference being only 117.

Norwalk reports the sanitary condition of some of the school-houses bad, although many improvements have been made. One building has been entirely remodelled, and

an addition costing \$2,317.75 has been made to another, rendering it a model of convenience and comfort.

Norwich children have improved in the matter of attendance upon the schools, and truancy rarely occurs. The high standard of discipline is maintained with but few cases of corporal punishment. Marked improvement in penmanship is noticeable, 1885-'86 being ahead of any previous years in that respect. A new system of instruction in drawing has been introduced, and the teachers were assisted at the first of the year by a specialist furnished by the publishers of the system. Music is under the charge of a very competent special teacher. Many needed repairs have been made in the buildings.

Stamford expended about \$30,000 this year upon schools. They are generally in a flourishing condition and are a source of gratification to the people. Three additional rooms have been opened during the year, and overcrowding was thus relieved. A music teacher is employed for the 4 graded schools.

Vernon schools have adopted new text-books suited to the requirements of the more modern methods of teaching. The principal schools are graded and their efficiency is commended. The school year is composed of three terms of 12 weeks each. The buildings are commodious and in good repair.

Winchester reports a good degree of progress in the schools. There are 9 buildings, and the total average daily attendance is 585.5.

DELAWARE.

Wilmington has added to her list of school buildings an elegant structure to be used by the high school, costing with its site and furniture \$73,660. The corner-stone was laid December 11, 1884, and the building was occupied by the school in January, 1885. The heating apparatus in many of the buildings has been improved, involving a cost of \$563 for this alone; in addition, all necessary repairs have been made. The most important addition to the school system of the city during the year is the night school of mechanical drawing, which had 133 scholars enrolled for its first term. A large proportion of these were matured men who were employed in the various machine shops of the city, and who put the knowledge here obtained into immediate practical use. Two other evening schools are also in operation. The high school makes an unusually satisfactory showing this year, with an increased enrolment and a larger percentage of attendance than ever before.

GEORGIA.

Americus schools show a gradual and steady improvement. The 3 buildings are comfortably filled, with an average daily attendance of 543.

Atlanta has been active in the work of building school-houses this year. In September, 1885, a large building that had been destroyed by fire in the preceding February was replaced by a larger and more commodious one with every modern convenience; a handsome structure of brick and stone has been erected for a new primary school, and a home prepared for an additional grammar school. All old buildings have been repainted and renovated, and 700 new single desks of the best pattern have been purchased. The accommodations are still insufficient and large numbers have been compelled to attend private schools or no school at all, because of the lack of room in the public schools. This has been remedied to some extent by dividing the classes into morning and afternoon sections with separate teachers. All schools are graded and are designated primary, grammar, and high. Ten months form a school year.

Columbus reports improvements in desks and school furniture generally, and a satisfactory decrease in the cost per scholar to the city. Music is taught by a special instructor.

Macon has purchased a lot upon which to erect a new school for colored children. The expenditures have been \$2,000 more than last year.

Savannah schools are not sufficiently provided with buildings, and many of the classes have necessarily been divided. A new additional teacher has been employed for the girls' high school.

ILLINOIS.

Belleville schools show a marked improvement in discipline. The upper grades of St. Peter's school (parochial) have been admitted during the year into the public-school system, necessitating the use of an additional building and the employment of 2 more teachers.

Moline has suffered the loss by fire of one of the largest school buildings in the place. With commendable energy contracts for rebuilding were immediately made, and a new structure has risen in the place of the burned building, far superior to it in every respect. By extension of the district lines, 2 new buildings and 6 new schools have been brought within the jurisdiction of the town authorities. One of these buildings has been improved by the expenditure of \$1,100 in repairs. Music

and industrial drawing have been introduced as parts of the school course, and the latter is intended as the first step toward a system of manual training. Free gymnastics have been taught by a special instructor. The annual industrial exhibit continues to command attention and its results are exceedingly satisfactory.

Ottawa's high school is considered one of the finest and best equipped in the State. It is controlled by the township board of trustees and is not connected with the city-school system. It has recently been enriched by the gift of property worth over \$200,000, with which a splendid library will be established for the benefit of the school and city.

Quincy expended during the year over \$4,000 in improvements upon its school property. An unusually satisfactory showing is made in regard to promptness in attendance, a large number of pupils having no "tardy marks" charged against them.

Rockford's new high-school building, completed and dedicated March, 1886, is a model of architectural beauty and convenience. It is admirably suited to the needs of the school and is provided with all necessary apparatus and reference books. The cost of the building alone was \$30,000. During the year the various schools have given entertainments, from the proceeds of which they have purchased books for supplementary reading, to which much attention is paid.

Springfield has begun the erection of 2 new school-houses, and the site for a third has been purchased. The three sites cost \$7,100, and \$11,076 have been already paid upon the buildings, now approaching completion. The teachers' training school for graduates of the high school has been very successful in its operation.

Sterling suffered in the latter part of the school year from an epidemic of measles, and the decreased attendance of the scholars is due to that fact. The exhibit of free-hand and map drawing at the annual school fair was unusually fine this year.

INDIANA.

Crawfordsville rejoices in the accession of an excellent telescope as an addition to its school apparatus. Promotions are now made semi-annually instead of once a year, as has been customary until this year. Music is taught by a special instructor.

Crown Point has spent a considerable sum this year upon improvements and repairs. A new room has been added to one school-house and an additional teacher provided, and the seating capacity of the other building has been increased by 80 new desks. The laboratory of the high school has been refitted, and the library enlarged, and a special German teacher is employed.

Michigan City reports the erection of a new school building in a part of the city hitherto without school facilities, and completion of a new room to the high-school building. Both these have been furnished with new desks and apparatus. Special teachers have charge of the penmanship, vocal music, and German classes.

South Bend schools are well provided with school apparatus, and are reported to be in a high state of efficiency. Two new rooms have been added in the last year to the South school-house, and other improvements made.

IOWA.

Muscatine opened a night school in January, 1886, and 104 names have been enrolled. The experiment is regarded as a success, although many difficulties were met. A new building is in the course of erection that will fill the requirements of its section of the city for many years.

KANSAS.

Emporia schools have grown wonderfully in the last few years, and at the beginning of the fiscal year it became evident that additional accommodations were needed. Rooms were rented temporarily and thus the overcrowded condition of the buildings already in use was remedied for a time. In January, 1886, \$14,000 were raised by a new issue of school bonds, and contracts for two more school-houses were at once let. The sites for these are eligibly located and are already valued at several hundred dollars more than their cost. The buildings will contain four rooms each and will be ready for occupation before September 1, 1886.

Lawrence school children have been notably prompt in attendance during the year; three-fourths of them were not tardy during entire time. The high school has suffered by frequent changes of teachers, but continues to be well patronized.

Paola schools have contended with many difficulties, almost from the inception of the system. Bonds bearing 10 per cent. interest were issued in 1870 to secure the money necessary to erect a high-school building and required an annual payment, for interest, of \$5,000. During the last year these bonds were refunded, and others bearing only 6 per cent. interest and redeemable in 20 years took their place. The saving in interest thus effected greatly relieved the embarrassment of the school board. After a trial of 7 years it became evident that the normal school could not be made profitable and it was discontinued in 1885. In February, 1886, the town was afflicted with an epidemic of small-pox and the schools suffered greatly thereby. The attendance fell

off 50 per cent., and it was considered advisable to suspend the schools until the subsidence of the epidemic; for 3 weeks in March, therefore, no schools were held. Until this time the number of pupils in attendance had been unusually large, 2 new schools having been opened in the previous September to accommodate the increased number of applicants.

LOUISIANA.

New Orleans school districts have been changed in order to relieve the overcrowded condition of some of the schools, and various changes and consolidations have been made in the schools themselves with the same object in view. In January, 1886, one of the girls' schools was made a special primary, and kindergarten features were introduced. Complaint is made that many of the buildings were erected without sufficient regard for the laws of hygiene, and an appropriation is asked for to be expended in remedying this evil.

MAINE.

Augusta reports a satisfactory condition of the graded village schools, but those of the outlying districts are not so efficient as is desired. Changes in teachers occur with greater frequency than is compatible with the best interests of the schools, and the abolition is recommended of the system of district agents, which is responsible for this evil. Book-keeping was introduced this year as a high-school study, and kindergarten methods were first employed in the subprimary grade.

Bangor has largely increased the salaries of the high-school teachers and contemplated increasing the pay of all. There has been a considerable change in the textbooks used, and universal satisfaction is expressed. Extensive repairs have been made in a number of the buildings, \$2,500 having been spent for this purpose during the year. The work of grading has begun in the larger suburban schools, and a special teacher is employed for the classes in German.

Gardiner's public-school system is composed of 5 primary, 3 intermediate, 3 grammar schools, and a high school. A special course in music is arranged in all the schools, in charge of a separate teacher.

Portland reports show a lamentable lack of proper ventilating and heating apparatus in the school buildings of the town. No new houses have been built, and no extensive repairs made upon old ones. A radical change has been made in the course of study in the primary grades by the introduction of mental arithmetic. The question of industrial training is being agitated, and it is hoped that a school for this purpose will soon be added to the system.

Saco appropriated this year \$2,150 less than last for schools, and though few reductions were made in teachers' salaries, several changes in the schools themselves were made necessary. One was wholly abolished and its scholars sent to another. Others were consolidated in such a way that their efficiency was unimpaired and at the same time a saving was effected. Free-hand drawing has been introduced and is taught by a specialist.

MARYLAND.

Baltimore reports a large increase in enrolment this year, so large that most of the buildings are uncomfortably filled. Four new houses have been completed and occupied during the year, 3 by primary schools and 1 by a female grammar school. The office of superintendent of supplies was created during the year to relieve the commissioners of the care of many small details, and, under the supervision of that officer, the new buildings have been furnished, the heating apparatus in all the buildings overhauled and repaired, and improved black-boards provided. An additional year has been added to the grammar-school course, and the high schools and the City College therefore received no pupils from them. The cost of education per capita in the last-named institutions was much greater on this account, reaching in the college \$107.45 for the year. The manual-training school continues to be conducted with great success, the number in attendance being 150; 5 teachers are employed, the principal being an officer of the United States Navy. Twelve evening schools are in operation, and the majority of the pupils are over 21 years of age. Special supervisors of drawing and music are employed. Thirty-nine additional teachers were elected during the year, and an increase of 3 is reported in the number of schools.

MASSACHUSETTS.

Adams school children are now amply provided with rooms. Four new schools have been opened during the year, and no more are needed at present. An increased interest in the schools is apparent on the part of the townspeople, and the scholars themselves seem to take more pride in their work than ever before. A number of improvements have been made in several of the buildings, especially in regard to heating apparatus. Music engages the attention of a special teacher.

Arlington has still on hand an unexpended balance of \$1,200 after having made various repairs upon 3 buildings. All school property is in excellent condition,

and but little more expenditure will be required upon the present buildings for several years. These are badly crowded, however, and the need of additional accommodation is felt. Another year's study has been added to the high-school course, making it cover a period of 5 years.

Brimfield's chief educational institution is the Hitchcock High School. Its course of study requires 4-years attendance and prepares its pupils for any college in the State. Constant additions are being made to its library and philosophical apparatus from the income of a fund devoted to that purpose.

Barnstable has spent a considerable amount in increasing the school accommodations and in general repairs during the year 1885-'86. The course of study has been altered and the grades defined with greater care. In accordance with the State law, the study of physiology and hygiene has been introduced since the beginning of the year.

Brockton owns 27 school-houses, the majority of which are well suited to school purposes. The high school has reached a high degree of usefulness, and its graduating class this year numbered 41. An evening school, employing 3 teachers, is maintained, with good attendance. An evening drawing school is conducted in well-equipped and well-lighted rooms.

Brookline has been obliged to provide additional accommodations for its increasing school population, and one of its principal buildings has been nearly doubled in size during the year. Still more room is needed and will soon be furnished. The proximity of the town to Boston operates against the high school, since many who would otherwise attend the Brookline schools are lured away by superior inducements offered in the private schools of the larger city. A night school is in operation, but not as a part of the common-school system. During the vacation of the regular schools an industrial school is opened and pupils are taught the use of tools. Sewing, drawing and music are regularly taught and a special teacher employed for each.

Canton public schools were seriously injured by the opening, in September last, of a parochial school in the town. In one school alone the number of pupils was thus reduced from 446 to 125, and the discharge of several teachers followed. A saving of \$2,690 resulted, but, under the circumstances, the school authorities were by no means exultant on that account. The free text-book system has been in operation for its first entire year, and the expense involved proved to be comparatively small. The long intermission at noon for dinner was abolished during the year, and the school session is now continuous from 9 to 2. A special teacher for music is employed.

Chelsea has generously provided for her schools by the erection of a fine 14-room building for the primary schools, and the remodelling of a grammar-school building. The entire number of schools remains the same as last year, but all overcrowding is relieved. A new laboratory, admirably arranged for practical work, has been provided for the high school. The evening and drawing schools continue to be successfully operated.

Clinton has just completed a handsome building to be used for school purposes, for which \$60,000 were paid. It is said to be a model of convenience, and admirably answers its purpose. The introduction of free text-books has involved a considerable expense, but has resulted in an increased attendance, and therefore the plan is considered a good one. In November last an evening school was opened and has already become an important feature in the school system; book-keeping is embraced in the list of studies.

Danvers schools have done good work this year. The new State school laws in regard to physiology and free books operate satisfactorily and increase the efficiency of the schools. Interest in the study of book-keeping is increasing.

Everett has erected recently a handsome building with all modern conveniences to be devoted to school uses. This building has relieved the serious overcrowding in its district, but in the other districts the pupils are crowded to an uncomfortable extent, and numerous additions are asked for.

Fall River's 42 school-houses are considered sufficient to supply the demands of the place for the next year at least. No new buildings have been erected and no more than the ordinary repairs have been made. The evening schools, including a drawing school, are important adjuncts to the system, and \$3,500 were appropriated for their maintenance this year.

Fitchburg reports that 3 schools have been closed in the year—2 of them on account of the opening of parochial schools in their vicinity—while in other parts of the city the present buildings are so full that half-day schools have been made necessary. A new 4-room building has been finished and furnished with 200 desks; and two smaller houses, each containing two rooms, are in the course of erection. The two evening common schools, which, until this year, were but poorly provided for, are now comfortably quartered and prosperous. An evening drawing school is in successful operation.

Gloucester decided to enlarge the Point school-house just at the beginning of the last fall term, and it was with much difficulty that the school board secured quarters

for the temporary accommodation of the scholars. The work of remodelling was finished in February, and the building again opened for the use of the school, as well heated and ventilated as any in the city. For several years the need of a new high-school building has been urgently pressed, and in the latter part of 1885 a loan of \$45,000 was authorized by the city council, but before a site for the building could be selected the terms of those councilmen expired and the new members refused to be bound by the action of their predecessors; hence the school remains in a divided condition, part in the old building, others in the hall of a fire-engine house, and the remainder in the city-council chamber. Despite these disadvantages its efficiency has vastly increased in the last year. Practical book-keeping has been introduced and is taught with great care and thoroughness, and the boys have been organized as a corps of cadets and armed with rifles purchased by private subscription. In all the schools a remarkably high average of attendance is maintained, due largely to the sentiment among the scholars forbidding absence except for urgent reasons. Music and dancing are under the control of special teachers.

Great Barrington's school session comprises 39 weeks, and its schools are primary, intermediate, grammar, and high. The course of study in the last named has been revised during the year and greatly improved. The present buildings have been thoroughly overhauled, but they are still insufficient to meet the requirements of the town.

Greenfield's school committee were greatly embarrassed at the opening of the session of 1885-'86 by the lack of accommodation for the large number of new scholars. By the opening of a new building, containing 4 rooms and 192 desks, all overcrowding was relieved and better arrangement of the classes made possible, by which the services of one of the assistant teachers were rendered unnecessary. Drawing and music are carefully taught by special teachers.

Haverhill has always manifested a liberal spirit toward its schools, and the recommendations of its school board seldom go unheeded. The year 1885-'86 is mainly notable as being the first in which a superintendent was employed and constant supervision by a skilled officer instituted. The good effects of this plan soon became apparent. More uniformity has been secured in the methods of teaching, and many improvements resulting from a radical change in the course of study are noticeable. The cost per scholar of maintaining the schools is unusually large, owing to the fact that the buildings are small and numerous, making it impossible to judiciously arrange and grade the classes. The school yards generally are in a bad condition, and the city council has been asked to devote a sum of money to their improvement. The ungraded district schools show a falling off in attendance; but this is explained by the increase of 462 in the enrolment in the city schools. In obedience to a State law evening schools are maintained; but since no law provides for compulsory attendance upon them, they have not been successful, except in the instance of the drawing school. This is carefully taught, and its pupils represent all classes and occupations. The training school is a valuable auxiliary to the school system, and from it nearly all the teachers of the primary grades are drawn. Vocal music is in the charge of a competent special teacher. Important and lasting improvements have been made in the systems of heating and ventilation in all the large buildings.

Lawrence schools are in fine condition, and their buildings in good repair. It is unfortunate that much of the power formerly vested in the school committee has been taken from them and given to a committee of the town council. A school building, begun over a year ago, was sufficiently completed to be occupied by a school in May, 1886. Sewing is now a permanent feature of the middle grades. After an interim of two seasons the evening schools were re-opened this year, and large classes are taught successfully. Drawing and chemistry are specially noted as being enthusiastically studied, principally by employes of the neighboring print works.

Leicester supports 15 schools, all of which are in a prosperous condition. At the beginning of this year one of the schools was badly overcrowded, but the erection of another building in the same district supplied all the accommodations necessary. The teachers are generally careful with their scholars and thorough in their teaching.

Leominster reports a marked improvement in its schools during the last year. The crowding at one school was remedied by remodelling the building, and at another by substituting improved desks for the cumbersome old ones previously used. The sanitary condition of the high-school building is bad and demands immediate attention.

Lowell schools have been completely re-organized and regraded within the last year. Of the primary schools especially is this true; instead of officially designating as a "school" the occupants of each room, as was formerly done, each building or each set of buildings receives the name, hence the apparent reduction in the number from 82 to 28. The grammar-school districts have been altered to conform more nearly to the needs of school population and the efficiency of schools of this grade increased by the addition of another year to the course without increasing the number of studies. In the high school the classes have been re-arranged and two more teachers added, so that now one-fourth more time may be devoted to each class than was possible before

the introduction of the new method. These changes have necessitated alterations or additions to a number of the buildings, particularly those occupied by the grammar schools, and nearly \$15,000 have been expended in that way. The evening schools show a noticeable improvement this year over last, both in the number and the quality of those in attendance and their progress is considered exceedingly satisfactory. Lowell adopted the free text-book system as early as 1831, and that year the system cost \$2.16 per scholar, but this year only 78 cents per scholar have been thus expended. The year 1885-'86 is notable for the absence of the many unpleasant incidents between the school committee and the committee of the city council on lands and buildings. The differences between these two committees were reconciled at the beginning of the year and nothing has occurred to mar the harmony of their relations.

Malden schools received from the city council \$2,450 less than the amount computed to be necessary for their successful conduct this year, and certain consolidations were the necessary result. The new West building was completed and publicly dedicated early in 1886, and forms an important addition to the school facilities of the town. The study of the English language has received special attention in all the schools. Only one of the evening schools was opened this year, but sessions were held four times a week instead of two, as formerly. Drawing is in the charge of a skilled specialist, and is made an especially important part of the course.

Marblehead owns 12 school-houses, one of which has just been repaired and its yard graded and beautified. The teachers are said to be competent and faithful, and the scholars generally diligent. Music is taught by a special teacher.

Middleborough has made this year a new departure in putting all schools under the control of a superintendent, and the wisdom of the move has already been shown by the more complete organization and greater efficiency of the schools. A number of changes have been made in the course of study of the high school, more prominence being given to the English language and literature.

Milford enjoys ample school accommodations. The buildings have all been put in thorough repair within the last year. Owing to prevalent sickness the attendance fell off greatly during the winter months, and it became necessary to dispense with one of the teachers. As an experiment a special drawing teacher was employed this year, and such success has been achieved that her services are now considered absolutely necessary.

Montague has, during the year of 1885-'86, erected 3 new school-houses with a total seating capacity of 300, and it is claimed that now no town in the State is more amply supplied with buildings. The 27 teachers employed are as rule competent, and are highly commended.

Needham schools have steadily grown in numbers and efficiency for years past. The attendance was largely increased this year, and soon after the beginning of the school year it became necessary to open a new school, making a total of 14 now maintained by the town. In response to the popular wish that more attention should be paid to the lower grades, the time required for the completion of the grammar-school course has been increased during the year to 9 years.

New Bedford's school population increases with the rapid growth of the city, and the accommodation of the large number of new scholars this year has been a serious problem. The opening of two parochial schools has taken 1,200 pupils from the public schools and in their vicinity there is no undue pressure, but in other parts of the city the buildings are taxed to their utmost capacity. A new grammar school has been added to the system and it is already comfortably full. A new system of teaching, similar to that in vogue in the large colleges, has been inaugurated in the high school and much of the inconvenience from overcrowding is thus relieved. Each teacher is now a specialist in a particular branch and comes in contact with pupils of every grade, instead of controlling all the classes of a certain grade, as was formerly the case. This change necessitated the employment of an additional teacher, but the benefits derived compensate for the extra expense. Within the last year the curriculum of this school has been greatly changed and much less latitude allowed the students in the selection of the studies to be pursued. A reform has been instituted in the method of employing teachers for the primary grades, and 10-weeks gratuitous teaching as assistant to an expert is required of every applicant. The evening schools have passed the experimental stage and are now established upon a sound footing. The instruction in drawing is excellent.

The *Newton* schools are uncomfortably full although a new 4-room house has been opened in the last year. An unwholesome condition exists in some of the buildings, and the city authorities are earnestly requested to remedy the defects at once. The no-recess plan has been in operation three years merely as an experiment with good success and its permanent adoption has been recommended.

North Adams reports a deplorable sanitary condition in many of its school-houses requiring immediate attention. A supposed lack of funds caused the closing of the evening schools after a session of 7 weeks. The evening drawing schools are in a high state of usefulness under the charge of a skilled specialist.

Peabody schools have had another prosperous year, during which the erection of a handsome edifice, costing with its site \$9,500, has been the most conspicuous event. Soon after its completion the building was badly damaged by fire, but prompt measures were taken to rebuild it, and it was again ready for its occupants in May last. The older houses are in good repair, a considerable sum having been spent upon their improvement during the year. Much attention is paid to vocal music, and a special instructor is employed.

Pittsfield also rejoices in increased school accommodations. A substantial building with 8 rooms and 392 desks was opened at the outset of the school year, and the closing of 2 old structures will soon follow. A school of industrial and mechanical drawing receives an annual appropriation from the town, but its attendance is small, and its usefulness limited. An evening school was first opened this year, and excellent results have been obtained. Music receives the attention of a specialist.

Randolph supports 15 schools beside the high school, which is partly maintained by the income from a large fund bequeathed by a former citizen of the town. Thirty-eight weeks compose the school year. The corps of teachers remained unchanged through the entire year, conducting greatly to the usefulness of the system.

Rockland reports a prosperous condition of the schools, with no especial change in the policy of their management. Two evening schools have been established in the last year, and the results obtained are so satisfactory that they are now considered a permanent part of the school system of the town. A new building is in course of erection, but its completion has been greatly delayed by severe weather.

Southbridge has passed through its first year with its schools under the supervision of a superintendent. Many changes and consolidations have been made, and the system improved. One building has been closed, and its pupils sent to other schools, and the number of teachers in the high school reduced from 3 to 2, all owing to the decreased number in attendance, caused largely by prevalent sickness.

Springfield has begun the work of industrial training. In March last the city council appropriated \$1,000 for the purpose of equipping an experimental school and of employing an instructor therefor. The basement of the high school has been fitted up for the purpose, and a course of instruction arranged covering the use of all tools used in wood working. A vacation class will be taught after July 1, and with the opening of the fall term the school will regularly begin its work. Sewing was taught in the schools 2 years ago, but not until this year have its results been so satisfactory that it was considered wise to introduce it extensively. Drawing, penmanship, and music, are taught by specialists. Extensive alterations and improvements have been made in the building, nearly every one owned by the city receiving its share of the money thus expended.

Stoneham's interest in drawing was greatly increased after the visit of an agent of the State, who assisted the teachers in their work. More prominence is now given to that art in the school course. At the opening of the fall term the schools were badly crowded, and the opening of a new primary school was resorted to as a relief. The school regulations and course of study have been greatly altered for the better within the last year, and the methods of teaching show a marked improvement.

Stoughton schools have done good work in the last year, nothing worthy of especial note has occurred, and everything seems to favor the increasing prosperity of the system. The time of graduation and promotion has been changed from the end of the winter term to the end of the spring term, to conform to the custom of the majority of the schools in the State.

Taunton High School building was dedicated and formally opened September 2, 1885. An increasing interest in education is apparent on the part of the citizens, and the future of the schools seems unusually bright.

Wareham supports 1 high school, 2 grammar, 2 primary, 1 intermediate and 10 ungraded schools. Three hundred and fifty dollars have been spent in repairing the Narrows school-house and in enlarging it to accommodate the increased number of scholars in attendance. Special attention was given to light and perfect ventilation.

Weymouth owns 23 school-houses, many of which are old and dilapidated, and it is almost impossible to keep them all in good order with the means at hand. By means of lectures and private subscription, money has been raised to beautify several of the school yards with flowers and shrubs. The pupils take great interest in these improvements, and the effect is seen in increased love of order and neatness. A new school solar camera has been provided from the lecture fund, and its benefits are received by all the schools. The daily sessions have been shortened to 5 hours, and, after a thorough trial during the year, it is considered expedient to adopt the plan permanently.

Woburn public schools show a large decrease in enrolment this year, as the result of the opening of a large parochial school in their midst. The public schools in its neighborhood were so depleted that 10 were discontinued. Two new schools, however, were opened in other parts of the town, leaving a total reduction of 8. As a matter of course these reductions diminished the cost of maintaining the system, and

\$4,000 of the appropriation remained unexpended at the close of the year. The evening school was operated this year with more success than ever before, but its results are still far from satisfactory. A number of changes have been made in the course of study, and many improvements in the methods of teaching are noticeable.

Worcester's school appropriation amounts to more every year than any other item of current expenditure. With a steadily increasing school population it is necessary to spend an average of \$50,000 per annum in the erection of new buildings alone. The corps of teachers has increased this year from 254 to 267.

MICHIGAN.

Battle Creek schools are amply provided with everything necessary for the successful prosecution of their work. The high school is well supplied with philosophical apparatus and a well-equipped laboratory. No noteworthy changes are reported during the last year.

Cold Water reports a number of changes in text-books, generally relating to mathematics. During the year special efforts have been made to develop a fondness for good literature in the children of the lower grades with good success. Physiology and hygiene has been introduced, but has not been taught systematically, and but little good seems to have resulted.

Detroit school district has been increased in size during the year of 1885-'86 by an act of the State Legislature extending the city limits. A great deal of additional school property, therefore, will come under the control of the city board of education, but sufficient time has not yet elapsed for a complete investigation of the accommodations and needs of the new territory. The prevalence among the school children of minor contagious diseases has greatly affected the attendance, especially in the lower grades, but nevertheless all the schools are reported as being more than usually effective and prosperous, and the year past has been characterized by a steady improvement, especially in the methods of teaching. The plan of the training school has been materially altered for the better. With one exception all the schools are graded as primary, grammar, and high. The ungraded school was established in 1883 for truants and incorrigibles, but subsequently it was attended by others of their own accord, and is now a large and prosperous school. Eighty-nine thousand two hundred dollars were appropriated this year for repairs and new schools, and the amount was expended principally in making additions to houses already standing. Eleven lots have been purchased, at a total cost of \$5,500, for future uses. Only 1 specialist is employed, and his attention is devoted to drawing. An evening school is in operation and meets the expectations of its founders.

Flint public schools embrace a course of study requiring 12 years for its completion. The school year is composed of four terms of 10 weeks each. A special teacher is employed for reading.

Grand Rapids reports that the year of 1885-'86 has been one of unusual prosperity in the schools. The graduating class in the high school was the largest in its history, and a general increase in enrolment appears. It is said that the most approved methods of instruction are in use, particularly in the system of teaching foreign languages. A new plan of furnishing text-books to the children now prevails, whereby the benefits of the system are retained, and at the same time the superintendent is relieved from the annoyance of distributing them. The special teacher in penmanship has been dispensed with, the regular teachers assuming the responsibility. Specialists are employed to teach drawing and music. A new building containing 12 rooms has been completed, and its use greatly facilitates the working of the system, since it relieves a great deal of overcrowding and renders a better classification possible.

Ludington schools are in session 40 weeks every year. They are regularly graded as primary, grammar, and high. The high school possesses a well-selected library of 2,000 volumes.

MINNESOTA.

Duluth is fully alive to the necessity of ample school accommodations, as is shown by the building of 2 additional school-houses, commodious in every respect. One, the high-school building, is still in the process of erection, the other was completed and occupied in January last; the 2 will represent a cost of about \$45,000 when completely furnished. A portion of the school property was condemned for railroad purposes and sold during the last year, for \$3,325; permission has been obtained, however, to use the building thereon for school purposes until January 1, 1887. Truancy increased to an unbearable extent during the first of the school session, but the employment of a truant officer proved to be an effective remedy for the evil. The no-recess plan has been tried this year and has worked satisfactorily.

Minneapolis expended during 1885-'86, \$118,831 in permanent improvements upon school property. Six new buildings have been opened, increasing the total number of school rooms to 290. The total outlay for schools was \$24,110 more than last year.

Three specialists are employed who supervise the study of book-keeping and penmanship, drawing, and music. A library of 7,474 volumes is maintained for the use of teachers and pupils.

St. Paul reports steady increase in the number and usefulness of its schools. Eighty-seven thousand five hundred and fifty-two dollars have been spent in the last year in improvements and new buildings, a large proportion of this being paid for the introduction into some of the older buildings of improved systems of ventilation and heating. The graduating class of the high school this year was the largest in its history. The teachers' training school is an important adjunct to the school system, and the majority of the primary teachers have been taken from it. Two thousand and seven pupils study German, and 10 special teachers find employment in teaching them. The evening schools are fairly successful, 933 having been enrolled during the year.

MISSISSIPPI.

Meridian is enthusiastic over the establishment and success of graded schools. Before 1885 the city's schools were in no wise better than those of the country districts around, and each year ended in disappointment and failure. At the beginning of 1885, however, the city was made a separate school district, and authority given to levy a school tax. Two graded schools were at once established, one for white and another for colored children, and the year just closed has been a prosperous one to them in every respect. The attendance has been so large that it has been necessary to appropriate \$1,600 for additions to the present buildings. The school year is now 40 weeks, instead of the scant 5 months of former years, and the teachers are well paid and efficient.

MISSOURI.

Carthage reports few important changes in 1885-'86. The primary-school work is now all done in the ward buildings, leaving the central building to be devoted to the high and grammar schools only. Slight changes have been made in the course of study and methods of teaching.

St. Joseph schools have been much more successful in 1885-'86 than the year previous. Though the enrolment was only 8 more, the average daily attendance was nearly 300 greater than in 1884-'85, and the per cent. of attendance increased to 94. The Garfield building is badly crowded, and a two-room annex is being erected to receive its overflow.

The southeastern portion of the city will soon enjoy additional school accommodations, since a suitable lot has been donated and a building erected upon it by public-spirited citizens, for which the board will pay in annual installments. The colored high school has completed its first and begun its second year. A fair degree of success has been achieved. Music, drawing, and penmanship are taught by specialists.

NEW HAMPSHIRE.

Dover schools are not so liberally dealt with by the city government as they deserve. Only \$700 were appropriated in 1885-'86 for repairs, and that sum proved to be totally insufficient. New methods of heating and ventilation were introduced in the high-school building, but with that exception little could be done. An evening school has been operated, but was not well attended; and, indeed, irregularity of attendance seems to be the great evil that the school authorities have to contend with.

Manchester reports this year a decrease in enrolment in every school in the city except the high school. This is explained by the statement that the system of Catholic parochial schools has been during the year of 1885-'86 more fully developed, drawing a large proportion of its scholars from the public system. Many of the public schools have been closed and their buildings turned over to the parochial schools. An annex has been added to the high-school building for a chemical laboratory. Elocution is taught by a special instructor, whose salary is paid from money realized from occasional public exhibitions. Music has been in the charge of the same specialist for 15 years, and is carefully and thoroughly taught. The evening schools attain an unusual degree of success, owing to the earnestness and zeal of the scholars in their work. The teachers' training school exerts a powerful influence upon the schools, since for several years past at least 50 per cent. of the lady teachers employed were graduates of the training school.

Portsmouth reports show a great improvement in the matter of attendance, there being fewer cases of tardiness and truancy in 1885-'86 than ever before. The accommodations provided for the scholars are neither ample nor comfortable enough, being heated and ventilated by methods that are susceptible of much improvement. A special instructor in penmanship has been employed in high grades since 1869 with so much success that in November last the instruction was extended to the primary and suburban schools. Drawing was introduced in 1881, but has not been taught systematically, and little success has been attained. Sewing has been taught for many years.

Rollinsford forms a separate school district, by an act of the Legislature passed during the last year. It is thought that great caution must now be exercised to preserve harmony. Satisfactory progress on the part of the schools is reported.

NEW JERSEY.

Jersey City has a school population of 51,087, but the greatest possible seating capacity of its school buildings is only 15,770. Every school in the city is crowded to an uncomfortable extent, and 701 children applied for admission during the year and were refused. The primary grades suffer from overcrowding worse than any other, and half-day sessions have been necessary, and even this failed to entirely remedy the evil. Teachers are improving in promptness, and the total number of days lost by them in tardiness and absence was 395 less than the previous year. Diplomas are now given to those who complete the grammar-school course and pass a satisfactory examination upon graduation. A practical business element in the course of study of the grammar schools is an innovation, and a commercial course is a regular part of the high-school curriculum. A radical change for the better has been made in the training school. One evening school is maintained, partially by private philanthropy, and the promptness and regularity of its scholars are noteworthy. Three special teachers are employed for music, but none for drawing.

Montclair schools require the services of 19 teachers for the course of 13-years study. The most approved methods of instruction are in use, and a high degree of efficiency is attained. Pupils of the grammar school between the ages of 12 and 14 are instructed 2 hours each week in the use of tools. This plan of manual training was adopted 4 years ago and constantly increases in popularity. Girls are taught to sew during the same hours that the boys are at work in the shop.

Newark is awakening to the necessity of perfect sanitary arrangements in the school buildings, and great improvement has been made in this respect during the year of 1885-'86. Though no new buildings have been erected during the year, \$53,947 have been expended in repairs and additions to those already standing. The 41 buildings used now contain an aggregate of 354 rooms. The graduating class of the high school this year numbers 82, the largest in its history. Including the drawing school, 6 evening schools are maintained, and their session has been within the year lengthened from 3 to 5 months annually. In the evening drawing school an enrolment is reported of 356 persons, nearly all of whom are engaged in industrial pursuits. Special teachers are employed for music, drawing, and German.

New Brunswick children are remarkably punctual in their attendance, and in 1835-'86 the per cent. of daily attendance was 95.2. Changes have been made in the district boundaries that seem to meet the requirements better, but have given some dissatisfaction. Many improvements have been made in the method of heating in several schools, and a considerable number of new desks purchased. Evening schools were first opened in January last and continued until March, with an average attendance of 185. A fair degree of success was attained.

Orange schools have been conducted with comparatively little friction this year. Though some of the schools are crowded they are all considered very efficient. After being closed for 12 years the evening school was re-opened during the year, and for a few weeks the attendance was quite large, but for various reasons the number has largely decreased, and is now comparatively small. Singing and industrial drawing are taught by special teachers.

Paterson schools have been at a great disadvantage from want of sufficient accommodations, and though several annexes have been hired they have failed to meet the requirements. With the rooms in such a crowded condition perfect discipline has been impossible, and is made more difficult by the State law against corporal punishment. The systems of heating and ventilation generally are defective, and the \$22,558 spent for repairs failed to entirely remedy all evils in this respect. The attendance upon the day schools has noticeably improved, owing to the strenuous efforts of the teachers in attempting to keep the pupils in school. The evening schools have met with tolerable success, though the attendance has not been so full as usual, especially at the latter part of the session.

NEW YORK.

Albany explains the decrease in 1835-'86 of 310 in enrolment by the facts that no duplicate enrolments are reported this year, and that the removal from the city of many workmen who had been employed upon the State capital necessarily lessened the school population. The school children took a prominent part in the celebration of the bi-centennial of the city on July 19, 1835, and their exercises, consisting of choruses, charades, and tableaux, in a monster tent in the capital park, reflected great credit upon them. The erection is reported of a new building, well nigh perfect in its sanitary and heating arrangements, costing \$37,044.43. A good sanitary condition is reported in a majority of the schools. Slight changes have been made in the course of study, and by the new arrangement one-fourth less time is devoted to music, drawing, and penmanship.

Auburn expended a total of \$67,780.57 in 1885-'86, of which \$16,679 were for sites, buildings, and permanent improvements. A new building, considered the best though not most expensive the board has erected, has been completed and provided with desks for 200 scholars. The most important action taken by the board this year has been to begin the construction of a new high-school building to cost \$40,000. Though the school population is 373 less than in 1884-'85, the registration has been 155 greater, and average attendance 100 more; 85 regular teachers are employed besides 3 specialists who teach drawing and penmanship, music, and elocution. During the year the board realized \$8,709 by a judgment against a former tax-collector.

Cohoes' school term consists of 200 days. It is said that sufficient financial support is not given by the city, since only 25 per cent. of the expenditures of the municipal government is devoted to the schools, and it has been necessary to borrow \$9,000 from other sources to maintain them properly. During 1885-'86 a two-story brick building, costing with its site \$4,300, was erected and occupied by 60 scholars. Four evening schools are in operation, with an increased daily attendance over last year of 73.

Kingston's school finances are admirably managed, and at the end of 1885-'86 an unexpended balance remained of \$6,088, which was paid on the standing debt of the board. The present buildings are crowded beyond their capacity and more are needed. No diseases of consequence have prevailed this year, and the attendance upon the schools has therefore been unusually good. Better discipline has prevailed than ever before, and corporal punishment has been necessary in only a few instances. The Kingston Academy is reckoned among the finest institutions of its class in the State, and by the tuition of non-resident pupils and its share of various funds it is almost independent of the city's aid. A special drawing teacher was employed this year for the first time, with good results. Music has been taught by a special instructor for many years.

Lansingburgh school-houses are badly overcrowded, and when at the beginning of the year of 1885-'86 it was attempted to equalize the number in the various schools, the effort was opposed by many of the parents whose children were affected, and loss to the schools resulted. The methods of teaching have been wonderfully improved and made more practical.

New Rochelle maintains three graded schools, employing 23 teachers. Kindergarten methods are employed in the primary departments. Drawing is taught in all grammar-school grades.

Oswego schools are divided into primary, junior, and senior departments, and a high school. A school library of 5,262 volumes is extensively used by the scholars.

Poughkeepsie reports that no material change has taken place in the public schools or in their management during 1885-'86. Many of the rooms used are crowded and a new building is asked for; no pupils have been refused, but many transfers have been necessary. Slight modifications have been made in the high-school course, and an additional teacher employed. A library and reading room are maintained for the schools at a cost this year of \$3,348. The amount received from the State was unusually small, being one-fourth of the entire expense. The special drawing teacher reports increased interest in the work and better results than ever before.

Rome schools have been so crowded during 1885-'86 that premature promotions have been resorted to. Pupils from the advanced school have been admitted to the high school after only partial examinations to make room for those of lower grades, and for these the high-school gymnasium has been fitted as a school-room and an additional teacher employed. The time allotted to the high school, 3 years, is not considered sufficient, and it is proposed to add another year. Last winter, for the first time a teachers' class was formed and profitably taught.

Saratoga Springs reports a satisfactory increase in school attendance, due largely to the more faithful enforcement of the truant laws. The course of study in all grades has been materially improved during 1885-'86, and the school year divided into 2 terms of 20 weeks each. Numerous improvements have been made in buildings, and though some still need repair, the majority are in excellent condition and only one is uncomfortably crowded. The training school is conducted with good results, as usual, and the system is greatly benefited thereby. Forty-two teachers are employed, including 3 specialists for penmanship and drawing, music, and natural sciences.

Syracuse city limits have been extended by an act of the State Legislature, bringing a largely increased number of children under the control of the school board. Though the schools generally are overcrowded and too much work is put upon the teachers, 1885-'86 has been a year of progress. No new buildings are reported, but some of those already standing have been enlarged, one by the addition of sufficient room for 250 desks. The system is divided into primary, junior, and senior departments, and a high school. No attempt has been made in manual training, but 6 weeks before the close of the session the pupils were asked to bring to the high-school building any work they could complete before a fixed date, and the result was a large assortment of articles of wood, iron, &c., besides many specimens of sewing.

Troy suffered greatly in February, 1886, from the overflow of the river, caused by an ice-gorge. With one exception all the schools in the lower part of the city were closed for from 8 days to a month. The recurrence of the disaster in March and epidemics of measles and scarlet fever all tended to making the year of 1885-'86 a peculiarly unfortunate one, although it had opened under very flattering circumstances. At the beginning of the fall term 3 new houses were occupied, and 15 new teachers were employed to instruct the 335 additional pupils enrolled. The district lines had been changed to conform more nearly to the needs of the school population, and all things seemed to favor a very prosperous year until the disasters spoken of. Nevertheless, the schools have been kept well up to the standard and have done good work, in spite of the drawbacks that have occurred, though many expected advances were impossible. The special music teacher has been very successful this year, and drawing has been taught more effectively by the introduction of more systematic methods. The high-school building is totally inadequate for the needs of the school, and a new house is asked for.

OHIO.

Cincinnati's board of education paid \$65,516 upon school sites previously purchased, but bought no new lots during 1885-'86. Twelve additional rooms were added to the present buildings, furnishing ample accommodations except in a few instances, including the high schools. Here the rooms used for general exercises have been converted into class rooms, but this failed to relieve the pressure. The normal school continues to do excellent work, the graduating class numbering 47 this year. The University of Cincinnati is a part of the city's school system, and is said to be equal to any similar institution in the country, conferring 4 degrees. The evening schools were not re-opened during the year, nor have they been for 3 years past. A school for deaf-mutes is successfully conducted, with an average attendance of 22 pupils, under 2 able teachers. The course of study in all the schools has been revised, important changes being made in languages, arithmetic, and geography. A growing sentiment against percented examinations is noted, and less importance is attached to them than ever before. The discipline in the schools is good and the infliction of corporal punishment is very rare. Much attention is paid to the study of German, and special teachers are employed for it. Music, penmanship, and drawing are also taught by special instructors.

Cleveland reports the opening of 2 new schools during 1885-'86. The "special-teacher" system in the high schools has not found favor in the eyes of the superintendent and was greatly modified during the year, with good results, it is said. The training school is prosperous and graduated more of its pupils this year than ever before. Night schools are conducted with an average attendance of 579.5, requiring 23 teachers. Marked progress has been made by those who attended regularly. German is taught by special teachers, and music, penmanship, and drawing are supervised by specialists.

Columbus schools were crippled financially this year by an action of the tax commission reducing the levy for school purposes. One new building of 11 rooms was occupied at the beginning of the year and is now comfortably filled. Another is still in process of erection and will be ready for use in a few months. Notable improvement has been made in the systems of heating and ventilation in many of the buildings. An additional school has been opened in the Garfield building. The superintendent of drawing has instructed his pupils during the year in modelling, but beyond this no steps have been taken toward manual training. Pupils are encouraged, however, to make fancy articles, requiring skill and thought, for the ornamentation of their school-rooms. A business course has been recently introduced in the high school in response to the popular clamor for practical education. The study of music is superintended by a skilled musician.

Dayton's school board pursues a liberal policy toward the schools under its charge, and it has brought them to a high degree of usefulness. A greater number is in attendance than ever before, and at the close of year 1885-'86 \$52,892 remained in the treasury. A handsome edifice to be used for the school library is approaching completion, and the 22,941 volumes will then be well cared for. Two new school buildings, each containing 4 rooms, will soon be ready for their occupants. The College street building has been remodelled at a cost of \$650, and an annex to another building has been fitted for school purposes at a small cost. Three night schools are maintained, one for the ordinary English branches and one each for architectural and mechanical drawing. Slight changes have been made in the course of study, particularly in the high school. The normal class continues to do excellent work.

Newark is justly proud of the splendid new high-school building dedicated in April, 1886. It is built of pressed brick and sandstone, finished in polished woods, and is 98 feet front by 104 feet deep and 106 feet to the pinnacle of the tower. The school-rooms, not including the assembly room or the recitation rooms, are provided with desks for 425 pupils. The assembly room is furnished with 540 opera chairs, and is

92 feet wide by 35 deep. The entire building is thoroughly ventilated and well heated, about 3 miles of pipe being used in the heating apparatus. The entire cost of the building, lot, and furniture was \$62,000. There are now 41 school-rooms occupied in the city, and the number of teachers shows an increase of 2 over last year. Special teachers are employed for German, penmanship, and music.

Sandusky reports an increased enrolment this year, and the addition of 3 more teachers to the corps. Nine hundred and six pupils study German and 5 special teachers are employed for the study of that language.

Steubenville has 2,340 children in its schools and an abundance of room for many more. The buildings are all in fair condition, and the majority are well heated and ventilated. A gradual improvement in discipline is noted, and this, too, while mild methods are superseding the use of the rod.

OREGON.

Portland explains the very slight increase in the enrolment for 1885-'86 by the fact that the Catholic children have been withdrawn from the public schools. A magnificent house for the high school has been completed during the year after an expenditure of nearly \$130,000. It is a model school building, provided with every modern convenience. Unfortunately, the contract for its erection contained no clause relating to the furniture and fixtures of the assembly room, and a series of public entertainments have been given by the pupils for the purpose of supplying them, and about \$1,150 have been realized.

Since the completion of this building no more money has been paid for rents for school purposes. Extensive repairs have been made upon the older buildings.

PENNSYLVANIA.

Beaver Falls schools were in session 160 days in 1885-'86, and a prosperous year is reported. The population of the town is rapidly increasing, and the accommodations of the primary and intermediate departments are now inadequate. Assistant teachers have been placed in the first-year rooms of two schools, and the experiment has proven successful.

Chambersburgh schools have made much more satisfactory progress in 1885-'86 than in the year previous, but they are still hindered by the lack of buildings and teachers. Even after a new building has been opened, with a capacity of 250 pupils, the average number of scholars in each room in the primary department is 66. A regular course of study was arranged during the year and put into use, by which the work of each grade is largely increased.

Johnstown children were very regular in their attendance upon the schools during 1885-'86, and reached the highest percentage in the history of the schools, 94.6. An increased improvement in discipline is noticeable, and corporal punishment is seldom necessary. Drawing is thoroughly and practically taught by a special teacher.

Westchester rejoices in increased school facilities and improved classification of its schools. A complete re-organization of the intermediate and primary departments has been made possible by the opening of a handsome new school-house, containing 12 large rooms, and this step, long needed, was taken during the year. Slight changes have been made in text-books, but the course of study remains substantially the same as last year. A considerable amount has been expended in new furniture for three of the departments. The graduating exercises of the high school were more largely attended than ever before.

Wilkesbarre reports that the year 1885-'86 has been one of unusual interest in the schools. The principal incident to be noted is the complete revision of the course of study in all the schools; new studies have been introduced and the course extended in such a way as to add greatly to the efficiency of the schools. Book-keeping and commercial law have been taught for the first time in the high school, and a new course, entirely, the English scientific, established. The "no-recess plan" was introduced in April last and has given general satisfaction. It is a noteworthy fact that nearly all the teachers subscribe regularly for educational periodicals, showing a desire for self-improvement. A large number of cases of tardiness has occurred during the year, the average being 5 to each scholar.

RHODE ISLAND.

Bristol maintains 10 graded and 1 ungraded schools, employing 25 teachers. The sanitary condition of all the buildings is not good, and immediate attention to the matter is requested. Many improvements in desks and furniture are noted. The course of study remains the same as last year.

Johnston school committee are greatly hampered by the school-district system, whereby they have no control over the schools except in the division of money. The condition of the schools does not seem to be very encouraging, except in a few districts. There is a general lack of books and apparatus, truancy causes considerable trouble, and many of the buildings are in wretched condition. Repairs in some cases

have been made; 2 districts have built new houses and another has enlarged its building and repainted it, but these improvements are exceptional. It appears that the establishment of a high school has been determined upon. Some improvements in methods of teaching are reported.

Newport schools are in a comparatively good condition, and under a competent corps of teachers. The course of study is revised annually, and the principal changes made this year include an increase of laboratory work in physics in the high school and a more thorough study of English throughout the course. In compliance with the State law the study of physiology and hygiene was introduced last September, and the scope of the study will be gradually enlarged. Excellent methods of examination and marking are in use, the pupils being allowed to appeal from any injustice in marking and to profit by their errors. The attendance has been larger this year than ever before. A kindergarten, evening schools, special teachers for music and drawing, are noted.

Pawtucket is greatly benefited by the truant law, as the increased attendance of the pupils and the absence of the idle children from the streets show. The teachers evince a commendable desire to improve their methods of teaching, and it is said that they leave nothing undone that will conduce to that end. The occupation of the two new houses mentioned in the last report has relieved the crowding in the primary schools, and two more brick buildings are being built and will soon be ready for use. An additional teacher has been employed for the high school, and a new room opened for the grammar school. It is hoped that thus all the pressing needs of the schools may be provided for. Four evening schools are in operation, under 31 teachers. An evening drawing school has proven itself to be exceedingly useful to its pupils. The plan of abolishing the long noon recess and liberating the children at 2 o'clock has been accorded a trial during the year and will be permanently adopted.

Westerly received and expended \$5,868 for schools during 1885-'86. The buildings are not all in good order, and much of the furniture is of an antiquated pattern, but in one district, No. 1, the schools are graded and well supplied with improved desks and apparatus. A new primary-school building will soon be completed in this district, and all its wants will then be provided for as far as accommodations are concerned.

Woonsocket streets are remarkable for the absence of idle children. The truant law is rigidly enforced, and the small number of children out of the schools is very gratifying. The subjects of sanitation and ventilation are receiving increased attention, and the school committee recently passed a resolution to prohibit the erection of any more school-houses without complete arrangements for proper ventilation, &c. The 5 parochial schools are in the main well conducted, and are under the supervision, if not control, of the school committee. Four evening schools, with a total enrolment of 574, were open 50 nights during 1885-'86, and admirable discipline was maintained and good results obtained. Many of the buildings are badly crowded, and in one district relief has been had by the erection of an attractive house, with all modern conveniences, costing over \$6,000.

SOUTH CAROLINA.

Columbia reports a gratifying improvement in punctuality and increased interest in the schools. The amount available for school uses is gradually increasing, and the unexpended balance on hand at the end of the year 1885-'86 is larger than ever before. Teachers' meetings have been held for the first time during the year and much benefit is derived. The school-rooms are all well equipped, but more are needed.

TENNESSEE.

Chattanooga's school year is composed of nine months. The schools are so graded that each grade requires a year's study, but in the primary department, and occasionally in the grammar grades, promotions are made oftener when individuals show themselves capable of maintaining their standing in the higher class. The enrolment shows an increase of 163 over last year, and the decreased percentage of attendance is explained by the fact that high water a part of the time prevented many of the children from going to school.

Union City school interests are steadily advancing and the schools well attended. The school year has been lengthened from seven to eight months and the daily session made one-half hour longer. Tardiness and truancy have been almost wholly abolished by the stringent regulations made during the year. New methods are introduced when the old are found to be at fault, but generally a conservative spirit rules. During 1885-'86 colored schools have been organized under the same management as the white schools, and an enrolment in them of 237 pupils is reported.

TEXAS.

Galveston lost one of its best and most commodious school-houses in the great fire of November, 1885, but in its place has arisen a model of school architecture, capable of seating 450 pupils. By this fire 600 school children were made homeless, but never-

theless the registration and attendance of the schools continued to increase. The public-school system is more popular than ever before, and it is almost impossible to provide new buildings as fast as the growth of the schools demand. A number of new class rooms have been added, and these have made it easier to maintain discipline and facilitate the work of the schools generally. An additional colored school was opened during the year, and a new house and lot has been purchased for the Broadway colored school. The opening of evening schools is being discussed.

Houston reports a healthy condition of the schools and their continued growth. Some of the buildings have been crowded this year, and for several months one-half day sessions were the rule. Two neat new houses have already been opened and a third has been begun, and it is thought that these will do much to relieve the pressure. Teachers' meetings have been regularly held with good results. Book-keeping is a part of the high-school course.

Waco is a rapidly growing city, and the question of school accommodation is a serious one. An extensive addition to the 5th district building, already begun, will supply the present needs of that section. Plans for an elegant high-school building have been adopted and work upon it will be commenced immediately. A decrease of 15 per cent. in the registration of the colored schools is noted, while the white schools have increased 20 per cent. Thirty-six weeks compose the school year.

VERMONT.

Brattleborough employs 33 teachers in its 11 districts. In only one of these is the graded-school system in use, the others being too small to adopt it. The high-school building has been thoroughly repaired during the year, and a commodious new building erected in district No. 6. A teachers' institute held in the high-school building last fall by the State school superintendent was productive of much good.

WEST VIRGINIA.

Shepherdstown graded school is divided into the primary, intermediate, advanced, and grammar departments. The school year consists of 9 months, and the daily session is fixed at 6 hours. There are 6 ungraded schools in the district.

WISCONSIN.

Appleton is divided into 4 school districts, each apparently independent of the other, and nearly so of the board of education. Only one of these maintains a high school, and this school took a long step forward during 1885-'86 by the introduction of manual training. The basement has been arranged for the purpose, and the necessary tools and apparatus purchased. Considering the short time since the movement was inaugurated, the results are very encouraging and promise to be still better. Vocal music and drawing have been introduced during the year, and are taught by the regular teachers. The number of teachers is not large enough to do justice to the increased number of scholars, and the employment of more is recommended. Except in the case of some of the older buildings the houses are commodious, healthy, and convenient. The first district building has been enlarged and greatly improved; the third district is proud of its elegant new 3-story house, and the fourth has recently purchased a large lot as a future school site.

Madison reports increased prosperity of the schools during 1885-'86. The most approved methods of teaching are adopted, and the teachers take great pride in their work. Several of the schools have been crowded and recourse has been had to half-day session plan. The high school is filled to its utmost capacity; during the year its course of study has been revised, and the number of courses reduced from 4 to 3. Special advantages are enjoyed by students of modern languages. Industrial work to a limited extent is done in the primary grades. Special attention is paid to music, penmanship, and drawing, the first named being taught by a specialist.

Oshkosh was visited by an epidemic of measles during the year, and that, with the sickness caused by public vaccination, had the effect of diminishing the attendance upon the schools. Two night schools have been opened the first time and have already achieved a good deal of success; \$1 per month is charged to cover extra expense. During 1885-'86 the examination system has been considerably modified; the monthly written reviews have been abolished and more importance is attached to the marking of daily recitations. A new building, the most elegant of its kind in the city, is being erected, and extensive repairs upon those already standing have been completed.

Stoughton schools are first and second primary, first and second intermediate, grammar, and high; drawing and book-keeping are given important places in the course of study.

Wausau high school is a source of special gratification; under very competent teachers unusually good results are obtained. During the year a school was opened in a rented room in a part of the city hitherto without school facilities. A house was soon afterward built for it, and it is now firmly established and successful.

TABLE 13.—Summary, by States, of school statistics of cities containing 5,000 inhabitants and over, for 1885-'86.

States.	Number of cities.	Total population (cen- sus of 1880).	Number of sittings for study.	Number of teachers.	Pupils.			Libraries.		Estimated cash-value of the city.	Estimated real value of school purposes.	Total receipts.	Expenditures.		
					Whole number en- rolled.	Average daily at- tendance.	Estimated enrol- ment in private schools.	Number.	Total number of volumes.				Teachers' salaries.	Total expendi- tures.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Alabama.....	5	11,437	3,042	146	9,245	7,103	750	5	3,300	\$30,000,000	\$287,700	\$71,933	\$30,623	\$70,819	
Arkansas.....	1	13,133	47	47	3,419	2,218	450	17	4,968	10,347,000	147,187	44,027	26,814	49,334	
California.....	8	329,700	12,681	1,184	65,314	48,151	12,812	1	1,350	273,386,325	4,102,275	1,318,087	1,037,787	1,263,942	
Colorado.....	2	14,820	2,110	30	1,688	1,166	650	1	350	5,000,000	214,200	38,033	18,387	35,497	
Connecticut.....	26	339,647	60,442	1,381	68,746	46,545	11,327	80	21,354	71,445,916	4,034,774	1,265,168	710,587	1,210,136	
Delaware.....	1	42,478	7,065	168	8,912	6,388				29,859,173	398,600	118,661	63,120	116,758	
Georgia.....	5	112,881	11,747	270	18,918	15,160	5,300	4	2,400	50,949,530	624,750	196,075	160,338	215,300	
Illinois.....	26	778,943	122,232	2,504	138,135	101,975	58,300	63	31,709	140,050,132	8,131,476	2,972,751	1,536,082	2,891,193	
Indiana.....	17	263,708	24,478	1,061	49,369	37,818	15,534	12	12,839	49,969,364	2,941,105	615,649	498,080	773,794	
Iowa.....	12	133,985	24,325	625	51,681	37,322	9,880	14	4,690	94,831,606	2,077,950	438,156	312,286	520,518	
Kansas.....	6	41,785	7,383	184	12,431	7,921	1,880	3	625	31,025,515	465,555	170,609	82,667	162,573	
Kentucky.....	4	180,132	7,400	499	26,167	23,226	3,442	3	1,700	94,403,535	1,701,974	394,729	288,939	440,715	
Louisiana.....	1	216,090	18,000	492	23,085	15,615	16,400	15	6,420	20,000,000	701,000	215,000	176,178	215,000	
Maine.....	15	184,025	19,213	369	36,179	15,395	3,980	15	2,938	69,847,839	1,228,340	292,304	168,167	316,118	
Maryland.....	6	338,910	45,253	1,638	42,606	34,515	13,300	42	3,560	327,000,000	2,215,661	810,754	558,799	819,945	
Massachusetts.....	15	1,263,241	190,180	5,349	245,800	190,321	51,629	42	11,462	367,531,971	3,563,200	2,567,938	2,080,146	5,494,038	
Michigan.....	68	1,303,020	54,862	1,188	64,776	45,043	15,380	50	90,105	157,024,464	3,468,490	1,031,731	552,637	1,038,063	
Minnesota.....	9	129,567	33,204	807	53,358	23,706	650	28	19,417	140,000,000	3,006,310	1,026,227	294,659	945,290	
Mississippi.....	2	18,872	2,850	27	2,521	1,885	1,200	3	1,782	6,000,000	4,513,170	26,355	21,015	26,790	
Missouri.....	9	480,343	70,175	1,513	80,523	55,841	27,640	3	1,936	383,213,800	4,263,000	1,360,667	790,333	1,491,846	
Nebraska.....	4	49,301	10,672	225	12,325	8,394	1,885	4	2,300	116,936,760	2,023,000	360,035	133,000	353,370	
Nevada.....	15	15,448	545	27	1,974	1,689	1,689	1	1,500	4,518,720	202,700	346,035	20,600	23,359	
New Hampshire.....	9	104,105	7,781	429	16,238	11,678	4,686	2	800	847,001	287,000	231,548	138,910	221,359	
New Jersey.....	21	547,110	75,945	1,695	102,950	65,546	20,895	55	25,315	3,551,245	3,551,245	1,319,068	868,452	1,323,131	
New York.....	37	2,000,324	262,671	8,697	462,333	318,715	119,344	68	193,253	24,945,616,808	26,196,784	9,408,968	5,469,519	8,017,683	
North Carolina.....	3	3,769	55,332	3,188	5,018	3,597				94,000	94,000	25,580	25,580		
Ohio.....	40	805,398	15,322	3,188	157,154	123,317	27,379	17	21,794	147,236,853	8,089,540	3,252,087	1,842,167	3,073,172	
Oregon.....	1	17,577	3,300	77	4,066	2,999	625	1	600	308,000	108,295	63,420	63,420		
Pennsylvania.....	50	1,632,421	187,289	5,269	256,844	206,263	40,804	40	14,810	787,498,990	14,045,592	4,523,231	2,487,043	4,487,043	
Rhode Island.....	14	227,725	13,756	828	40,798	28,103	7,814	96	4,454	13,500,000	2,099,827	284,045	330,516	668,858	
South Carolina.....	3	66,180	5,517	139	6,539	5,390	3,780	2	4,450	10,000,000	1,62,396	104,051	77,926	108,862	

Tennessee	6	103,407	12,662	336	20,310	15,159	1,895	2	1,013	38,267,840	506,638	219,247	167,563	231,824
Texas	10	110,458	11,100	376	21,438	14,451	2,835	3	310	59,020,000	522,975	327,375	212,449	401,417
Vermont	6	48,720	1,300	263	8,848	877	2,874	1	.....	.....	114,500	104,603	71,201	164,531
Virginia	10	173,159	15,425	396	23,047	17,656	7,475	3	.....	15,548,689	646,145	232,667	178,175	233,383
West Virginia	2	37,319	7,000	144	6,463	5,106	7,925	7	700	.....	324,826	65,312	59,703	84,233
Wisconsin	15	248,579	42,523	868	50,627	39,431	22,514	27	6,323	63,500,000	2,145,612	762,154	368,754	691,400
Dakota	1	.....	42,816	17	1,745	625	100	1	.....	.....	49,300	10,378	6,174	10,973
Utah	1	6,069	.....	15	1,957	687	500	1	300	5,000,000	167,000	41,837	26,592	50,244
Washington	2	.....	2,175	43	2,429	1,126	373	2	300	.....	.....	.....	.....	.....
Totals	471	12,129,771	1,446,075	42,283	2,135,418	1,563,927	491,668	610	489,893	6,227,990,438	110,963,350	36,069,976	22,706,573	38,326,641

TABLE 14.—School statistics of cities and towns containing 5,000 inhabitants and over, for

	City or town.	Superintendent.	Total population (census of 1889).	Total population of 1885—actual or estimated.
	1	2	3	4
1	Birmingham, Ala.	J. H. Phillips	3,086	21,000
2	Huntsville, Ala.	S. J. Mayhew	4,977	5,000
3	Mobile, Ala.	E. R. Dickson	20,132	
4	Montgomery, Ala.	S. H. Bartlett	16,713	23,000
5	Selma, Ala.	J. W. Mabry	7,529	
6	Little Rock, Ark.	J. R. Rightsell	13,132	23,500
7	Alameda, Cal.	D. J. Sullivan	5,708	7,500
8	Los Angeles, Cal.	W. M. Friesner	11,183	20,000
9	Marysville, Cal.	Frank B. Crane	4,321	5,000
10	Oakland, Cal.*	Fred. M. Campbell	34,555	
11	Sacramento, Cal.	M. R. Beard	21,420	25,000
12	San Francisco, Cal.	J. W. Anderson	233,950	300,000
13	San José, Cal.	L. F. Curtis	12,567	17,500
14	Vallejo, Cal.	J. R. Whitaker	5,987	
15	Leadville, Colo.	W. W. Waters	14,820	15,000
16	South Pueblo, Colo.	F. B. Gault		6,000
17	Bridgeport, Conn.	H. M. Harrington	27,643	36,500
18	Bristol, Conn.	John J. Jennings, acting visitor	5,347	6,800
19	Danbury, Conn.	James E. Walsh, acting visitor	11,636	
20	Derby, Conn.	George L. Beardsley, acting visitor	11,650	
21	Enfield, Conn.	G. W. Winch, acting visitor	6,755	
22	Greenwich, Conn.	Myron L. Mason, secretary	7,892	8,000
23	Groton, Conn.	Horace Clift, acting visitor	5,128	
24	Hartford, Conn.	Wm. Waldo Hyde, acting visitor	42,015	
25	Killingly, Conn.	Anthony Ames, acting visitor	6,921	
26	Manchester, Conn.	Oliver B. Taylor, secretary	6,462	6,800
27	Meriden, Conn.	Dr. J. H. Chapin	15,540	20,500
28	Middletown, Conn.	Wm. N. Rice, chairman school board	6,826	
29	Naugatuck, Conn.	Rev. E. C. Gardner, secretary	4,274	5,000
30	New Britain, Conn.	J. N. Bartlett	11,800	18,000
31	New Haven, Conn.	Samuel T. Dutton	62,882	74,776
32	New London, Conn.	Horace Coit, president school board	10,537	
33	Norwalk, Conn.*	B. J. Sturgis	13,956	
34	Norwich, Conn.	Nathan L. Bishop	15,112	
35	Southington, Conn.	Stephen Walkley, chairman school board	5,411	
36	Stamford, Conn.	N. R. Hart, chairman school board	11,297	
37	Stonington, Conn.	Simeon Gallup, chairman school board	7,355	
38	Thompson, Conn.	Stephen Ballard, secretary	5,051	6,500
39	Vernon, Conn.	A. R. Goodrich, president school board	6,915	7,000
40	Waterbury, Conn.	M. S. Crosby	17,896	
41	Winchester, Conn.	Rev. Arthur Goodenough, chairman school board	5,142	5,000
42	Windham, Conn.	Marcus L. Tyron, acting visitor	8,264	
43	Sioux Falls, Dak.	L. M. Carney		7,200
44	Wilmington, Del.	David W. Harlan	42,478	
45	Atlanta, Ga.	W. F. Slaton	37,409	60,000
46	Augusta, Ga.	Lawton B. Evans	21,891	30,000
47	Columbus, Ga.	A. P. Mooty	10,123	16,000
48	Macon, Ga.	B. M. Zettler	12,740	15,000
49	Savannah, Ga.	W. H. Baker	30,709	46,000
50	Aurora, Ill., District No. 5.	N. A. Prentiss	217,873	
51	Belleville, Ill.	Henry Raab	10,683	19,839
52	Bloomington, Ill.*	Sarah E. Raymond	17,180	
53	Cairo, Ill.	T. C. Clendenen	9,011	11,600
54	Chicago, Ill.	George Howland	503,185	4703,817
55	Dauville, Ill.*	J. W. Layne	7,723	
56	Decatur, Ill.	E. A. Gastman	9,547	13,500
57	East Saint Louis, Ill.	M. A. Sullivan	9,185	16,000
58	Elgin, Ill.*	C. F. Kimball	8,787	
59	Freeport, Ill.	Charles C. Snyder	8,516	10,000
60	Galena, Ill.	O. P. Bostwick	6,451	7,000
61	Galesburg, Ill.	W. L. Steele	11,437	15,000
62	Jacksonville, Ill.	Lyde Kent	10,927	12,000
63	Joliet, Ill.	D. H. Darling	11,657	20,000
64	Kankakee, Ill.	F. N. Tracy	5,651	7,000
65	Lincoln, Ill.	W. F. Bromfield	5,639	7,725

* From Report of the Commissioner of Education for 1884-'85.

a Estimated.

1885-'86; from replies to inquiries by the United States Bureau of Education—PART I.

Minor population between 4 and 21.	Minor population between 6 and 14.	Legal school age.	Whole number of legal school age.			Whole number enrolled excluding duplicate enrolments.			Average daily attendance in all public schools.			
			Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
5	6	7	8	9	10	11	12	13	14	15	16	
		7-21	850	975	1,825	790	875	1,575	560	620	1,180	1
		7-21				362	350	692	270	272	542	2
		5-20			18,681	2,004	2,197	4,201	1,440	1,808	3,248	3
		7-21			4,928			1,961			1,546	4
								816			587	5
a8,400	4,054	6-21	3,296	3,496	6,792	1,677	1,742	3,419	1,070	1,148	2,218	6
		5-17	981	931	1,912	850	775	1,624	595	559	1,154	7
7,000	5,000	6-21	3,000	3,040	6,040	2,300	2,380	4,680	1,500	1,576	3,076	8
		5-17	361	401	762	192	265	457			338	9
		5-17			10,115			7,915			5,609	10
		5-17	2,047	2,775	5,422	1,482	1,680	3,162			2,833	11
		5-17			74,079	22,851	20,289	43,140			32,146	12
		5-21				1,593	1,402	3,000			1,984	13
		5-17	891	884	1,775	803	520	1,326			1,011	14
		6-21	1,174	922	2,096	543	493	1,036	430	391	821	15
		6-21	350	450	800	297	355	652	161	184	345	16
		5-16			8,888			6,819			4,860	17
		4-16			1,274			1,184			794	18
		4-16			3,497			2,959			62,106	19
		4-16			3,711			2,870			61,832	20
		4-16			1,675			1,027			6802	21
2,300	1,400	4-16	937	946	1,883	779	780	1,559			762	22
		4-16			1,060			1,065			6638	23
		4-16			9,900			7,358			65,020	24
		4-16			1,392			1,371			6762	25
2,500	1,329	4-16			1,685			1,380			913	26
	4,629	4-16			5,263			3,729			2,448	27
		4-16			1,468			1,156			6694	28
		4-16			1,113			955			557	29
		4-16			3,882			2,171			1,476	30
	11,591	4-16			16,933			13,571			9,729	31
		4-16			2,215			2,193			61,527	32
		4-16			3,208			2,748			1,512	33
		4-16			1,505			1,046			783	34
		4-16			1,336			1,297			6811	35
		4-16			2,972			1,999			61,407	36
		4-16			1,597			1,397			6903	37
3,379		4-16			1,379			810			430	38
		4-16			1,786			1,514			954	39
1,500	800	4-16			5,591			4,525			63,490	40
		4-16			1,175			835			586	41
a1,000	a650	4-16			1,954			1,198			6740	42
		7-20			a1,030			a745			a625	43
		6-21						8,912			6,388	44
14,000	10,000	6-18	6,090	6,000	12,000	3,160	3,242	6,402	2,952	3,130	6,082	45
12,000	6,500	6-18	4,633	4,827	9,460	2,300	1,700	4,000	1,700	1,300	3,000	46
5,000	3,000	6-18	1,600	2,200	2,000	787	985	1,722	555	683	1,238	47
		6-13			8,062	909	751	1,660			1,247	48
		6-18			7,745	2,484	2,650	5,134			3,593	49
		6-21	1,891	2,017	3,908	1,137	1,042	2,179	756	769	1,525	50
7,583		6-21	2,459	2,532	4,991	1,295	1,050	2,345			2,066	51
		6-21			6,868			3,105			2,393	52
a4,607	a2,760	6-21	1,617	2,279	3,896	513	724	1,237	472	623	1,096	53
		6-21	89,464	91,807	181,271	41,344	41,678	83,022			61,658	54
		6-21			3,545			2,317			1,589	55
		6-21	2,288	2,277	4,565	1,293	1,339	2,632	993	1,018	2,011	56
		6-21	1,976	1,911	3,887	1,053	1,062	2,115	800	840	1,640	57
		6-21			3,695			1,965			1,365	58
3,175	2,348	5-21	1,620	1,415	3,035	870	730	1,600	690	610	1,300	59
	2,161	6-21	1,010	1,151	2,161	460	462	922				60
		6-21	2,128	2,389	4,467	987	1,013	2,000	711	791	1,502	61
4,773	2,302	6-21	1,757	1,797	3,554	807	944	1,751			1,255	62
		6-21	2,671	3,133	5,804	1,427	1,527	2,954	1,045	1,061	2,106	63
1,570	1,630	6-21	1,150	1,250	2,400	535	550	1,085	350	400	750	64
2,816		6-21	908	1,036	1,944	509	552	1,061	320	418	738	65

b For the winter term.

c Population of whole city.

d Census of 1880.

TABLE 14.—School statistics of cities and towns containing

	City or town.	Superintendent.	Total population (census of 1880).	Total population of 1885—actual or estimated.
	1	2	3	4
66	Moline, Ill.	W. S. Mack	7,800	9,956
67	Monmouth, Ill.	J. N. Wallace, president board education	5,000	6,000
68	Ottawa, Ill.*	D. R. A. Thorp	7,834	
69	Peoria, Ill.	Newton C. Dougherty	29,259	40,000
70	Peru, Ill.	R. L. Barton	4,632	6,500
71	Quincy, Ill.	F. W. Macfall	27,268	29,000
72	Rockford, Ill.	P. R. Walker	13,129	20,000
73	Rock Island, Ill.	S. S. Kemble	11,659	12,000
74	Springfield, Ill.*	F. R. Feitsbans	19,743	
75	Streator, Ill.	B. B. Lakin	5,157	12,000
76	Crawfordsville, Ind.	Temple H. Dunn	5,251	7,600
77	Evansville, Ind.	John Cooper a	29,280	640,253
78	Fort Wayne, Ind.	John S. Irwin	26,880	30,000
79	Indianapolis, Ind.	L. H. Jones	75,056	
80	Jeffersonville, Ind.	R. W. Wood	9,357	10,000
81	La Fayette, Ind.	J. T. Merrill	14,860	20,000
82	La Porte, Ind.	W. N. Hailman	6,195	9,000
83	Lawrenceburgh, Ind.	T. V. Dodd	4,668	6,000
84	Logansport, Ind.	James C. Black	11,103	15,283
85	Michigan City, Ind.	S. E. Miller	7,366	10,000
86	Peru, Ind.	George G. Manning	5,280	8,000
87	Richmond, Ind.	Justin N. Study	12,742	17,000
88	Seymour, Ind.	Wm. S. Wood	4,250	5,980
89	South Bend, Ind.	James Dushane	13,280	21,123
90	Terre Haute, Ind.	William H. Wiley	26,042	33,000
91	Vincennes, Ind.	Edward Taylor	7,680	11,500
92	Washington, Ind.	W. F. Hofmann	4,323	5,100
93	Burlington, Iowa	R. G. Sanderson	19,450	25,000
94	Council Bluffs, Iowa	James McNaughton	18,063	24,000
95	Davenport, Iowa	J. B. Young	21,831	24,000
96	Des Moines (West Side), Iowa.*	Mrs. T. M. Wilson	22,408	
97	Dubuque, Iowa	Thomas Hardie, secretary board of education	22,254	26,000
98	Keokuk, Iowa	W. W. Jamieson	12,117	14,000
99	Lyons, Iowa	H. E. Robbins	4,095	5,025
100	Marshalltown, Iowa	C. P. Rogers	6,240	10,000
101	Muscatine, Iowa	F. M. Witter	8,295	12,000
102	Oskaloosa, Iowa	Orion C. Scott	4,598	7,000
103	Ottumwa, Iowa	A. W. Stuart	9,004	12,000
104	Waterloo, Iowa	J. L. Buechele, county superintendent	5,630	6,679
105	Emporia, Kans.	J. E. Klock	4,631	
106	Fort Scott, Kans.	Charles De Moisy	5,372	9,601
107	Lawrence, Kans.	E. Stanley	8,510	12,000
108	Leavenworth, Kans.	John Cooper	16,546	29,199
109	Ottawa, Kans.	G. I. Harvey	4,032	7,000
110	Wellington, Kans.	W. M. Jay	2,694	6,125
111	Covington, Ky	Alva T. Wiles	29,720	35,000
112	Louisville, Ky	George H. Tingley, jr.	123,758	140,000
113	Newport, Ky	John Burke	20,433	27,000
114	Owensboro, Ky	A. C. Goodwin	6,231	10,000
115	New Orleans, La.	Ulric Bettison	210,090	232,105
116	Auburn, Me*	N. H. Woodbury	9,555	
117	Augusta, Me.	J. O. Webster, M. D., supervisor	8,665	9,500
118	Bangor, Me	S. P. Bradbury, school agent	16,836	17,500
119	Bath, Me		7,874	
120	Belfast, Me		5,308	
121	Biddeford, Me	Royal E. Gould	12,631	13,500
122	Brunswick, Me	F. C. Robinson, chairman school committee	5,384	5,000
123	Calais, Me	A. J. Padelford	6,173	6,000
124	Cape Elizabeth, Me		5,302	
125	Deering, Me	J. G. Pierce, chairman school committee.	4,324	5,000
126	Ellsworth, Me		5,052	
127	Lewiston, Me	A. M. Edwards	19,083	21,000
128	Portland, Me	Thomas Tash	33,810	40,000
129	Rockland, Me*	A. L. Tyler	7,599	

* From Report of the Commissioner of Education for 1884-'85.

5,000 inhabitants and over, &c.—PART I—Continued.

Minor population between 4 and 21.	Minor population between 6 and 14.	Legal school age.	Whole number of legal school age.			Whole number enrolled excluding duplicate enrolments.			Average daily attendance in all public schools.			
			Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
5	6	7	8	9	10	11	12	13	14	15	16	
3,206		6-21	1,493	1,483	2,976	983	999	1,982			1,429	66
		6-21	798	870	1,668	558	587	1,145	433	451	984	67
		6-21			3,218			1,648			1,258	68
		6-21	5,735	5,791	11,526	2,937	3,448	6,385	1,956	2,384	4,340	69
		6-21	923	949	1,872			3,140			70	70
		6-21	4,832	5,130	9,962	1,872	1,937	3,859	1,265	1,330	2,595	71
7,580	4,620	6-21	3,009	3,110	6,119	1,613	1,755	3,368	1,206	1,340	2,546	72
		6-21	1,852	1,802	3,654	1,076	1,087	2,163	836	850	1,686	73
		6-21			9,936			3,140			2,496	74
	4,168	6-21	1,763	1,742	3,505	1,051	1,103	2,154	785	862	1,647	75
		6-21	1,082	1,112	2,194	638	647	1,285	487	517	1,004	76
		6-21	8,736	8,769	17,505	2,950	2,966	5,916			4,647	77
		6-21	7,028	7,186	14,214	1,798	1,891	3,689			2,956	78
		6-21			41,323			14,741			11,125	79
		6-21	1,721	1,921	3,642	947	913	1,860	780	725	1,505	80
		6-21	3,305	3,638	6,943			3,051			1,709	81
		6-21	1,733	2,078	3,811			1,253			1,151	82
1,999	999	6-21	859	883	1,742	400	475	875	335	460	855	83
		6-21	2,191	2,239	4,430	982	1,053	2,035			1,545	84
2,838	1,950	6-21	1,236	1,327	2,563	471	526	997	323	344	667	85
		6-21	1,071	1,020	2,091	540	569	1,109	440	466	906	86
		6-21	2,783	2,827	5,610	1,140	1,408	2,548	956	1,071	2,027	87
		6-21				518	519	1,037	386	395	781	88
		6-21	3,305	3,296	6,601	1,204	1,014	2,218			1,650	89
	7,929	6-21	6,219	6,492	12,711	2,363	2,355	4,718			3,610	90
		6-21				534	546	1,080	371	388	759	91
1,750	21,000	6-21	915	775	1,690	425	532	957			921	92
		5-21			7,900			4,312			3,142	93
8,563	4,179	5-21	3,965	3,998	7,963	1,333	1,408	2,741	888	1,023	1,911	94
		5-21	4,468	4,827	9,295	2,280	2,186	4,466	1,637	1,600	3,237	95
		5-21			6,018			3,512			2,894	96
		5-21	4,896	5,191	10,087			4,124			2,879	97
		5-21	2,311	2,491	4,802			2,372			1,737	98
		5-21	904	1,007	1,911	430	470	900	350	330	700	99
		5-21			2,420			1,969			1,504	100
		5-21	1,460	1,425	2,885			2,001			1,353	101
		5-21	944	1,184	2,128	710	819	1,529			1,058	102
3,800		5-21	1,680	1,720	3,400	1,100	1,120	2,220	850	900	1,750	103
c2,503	c1,078	5-21	1,116	1,187	2,303			1,533			1,157	104
2,900	1,500	5-21	1,009	1,800	2,809	600	928	1,523	500	704	1,204	105
		5-21			3,097			2,233			1,810	106
	1,550	5-21	1,771	1,945	3,716	1,110	1,241	2,351	845	1,030	1,875	107
7,602		6-21	3,850	3,752	7,602			3,600			2,812	108
2,400		5-21	1,120	1,104	2,224	753	802	1,555			1,109	109
		5-21	705	723	1,428	587	572	1,159	348	372	720	110
		6-20	5,623	5,764	11,387			3,880			2,919	111
		6-20	29,964	31,450	61,414	10,172	10,792	20,964	8,541	8,385	16,926	112
		6-21	3,757	3,724	7,481	1,530	1,584	3,114	1,207	1,281	2,488	113
		6-20	918	947	1,865	561	648	1,209	406	490	896	114
80,757	61,074	6-18	34,356	37,428	71,784	12,006	13,079	25,085	7,570	8,045	15,615	115
3,061		4-21			3,061			1,414			1,203	116
2,192	1,032	4-21			2,192			1,372			970	117
		5-21			5,253			2,965				118
2,784		4-21			2,784			2,141				119
1,462		4-21			1,462			1,172				120
4,427	2,853	4-21			4,427			1,973			1,498	121
1,875		4-21	1,000	875	1,875			850			775	122
2,200	1,800	4-21	900	1,300	2,200	800	1,100	1,900	600	900	1,500	123
1,885		4-21			1,885			1,087				124
1,384		4-21			1,384			1,384			714	125
1,733		4-21			1,733			1,293				126
6,603		4-21			6,603			3,000			2,800	127
11,816	5,283	4-21			11,816	4,121	3,205	7,326			4,684	128
2,227		4-21			2,227			1,492			1,007	129

a Since succeeded by J. W. Layne.

b In 1886.

c Estimated.

TABLE 14.—School statistics of cities and towns containing

	City or town.	Superintendent.	Total population (census of 1880).	Total population of 1885—actual or estimated.
	1	2	3	4
180	Saco, Me.	J. M. Bailey, supervisor.	6,389	6,500
181	Baltimore, Md.	Henry A. Wise	332,313	395,000
182	Hagerstown, Md.	P. A. Witmer, secretary county school board.	6,627	10,000
183	Adams, Mass.	Walter P. Beckwith	5,591	8,283
184	Andover, Mass.		5,169	5,711
185	Attleborough, Mass.		11,111	13,175
186	Beverly, Mass.		8,456	9,186
187	Blackstone, Mass.		4,907	5,436
188	Boston, Mass.	Edwin P. Seaver.	362,839	390,393
189	Brockton, Mass.		13,608	20,783
190	Brookline, Mass.*		8,057	
191	Cambridge, Mass.	Francis Cogswell.	52,669	59,660
192	Chelsea, Mass.	E. H. Davis	21,782	27,500
193	Chicopee, Mass.		11,286	11,516
194	Clinton, Mass.	Wm. W. Waterman, A. M., M. D.	8,029	8,945
195	Danvers, Mass.	A. P. Leary, secretary school committee	6,598	6,700
196	Dedham, Mass.	Henry E. Crocker	6,233	6,500
197	Everett, Mass.	R. A. Rideout, secretary school committee	4,159	6,400
198	Fall River, Mass.	William Connell	48,961	56,863
199	Fitchburgh, Mass.	Joseph G. Edgerly	12,429	15,375
200	Framingham, Mass.		6,235	8,275
201	Gardner, Mass.	John M. Moore, chairman school board	4,983	7,900
202	Gloucester, Mass.	M. L. Hawley	19,329	21,739
203	Great Barrington, Mass.	Frank A. Hosmer	4,653	5,000
204	Haverhill, Mass.	William E. Hatch	18,472	21,795
205	Holyoke, Mass.*	Edwin L. Kirtland	21,915	
206	Hyde Park, Mass.		7,088	8,376
207	Lawrence, Mass.	George E. Chickering	39,151	38,862
208	Leominster, Mass.	I. Freeman Hall	5,772	6,000
209	Lowell, Mass.	George F. Lawton	59,475	64,051
210	Lynn, Mass.	O. B. Bruce	38,274	45,867
211	Malden, Mass.	Charles A. Daniels	12,017	16,407
212	Marblehead, Mass.	William D. T. Trefry, chairman school board	7,467	7,518
213	Marlborough, Mass.	G. T. Fletcher	10,127	12,000
214	Medford, Mass.		7,573	9,042
215	Melrose, Mass.		4,560	6,101
216	Middleborough, Mass.	Edward P. Fitts	5,237	5,500
217	Milford, Mass.	William T. Leonard	9,310	9,343
218	Montague, Mass.	A. V. Bowker, chairman school committee	4,875	5,628
219	Natick, Mass.		8,479	8,460
220	New Bedford, Mass.	Henry F. Harrington	26,845	33,393
221	Newburyport, Mass.		13,538	13,716
222	Newton, Mass.	Thomas Emerson	16,995	19,759
223	North Adams, Mass.	Auson D. Miner	10,191	12,540
224	Northampton, Mass.	George B. Drury	12,172	13,681
225	Palmer, Mass.		5,504	5,923
226	Peabody, Mass.	Rev. John W. Hudson, chairman school committee.	9,028	9,033
227	Pittsfield, Mass.	T. H. Day	13,364	14,000
228	Plymouth, Mass.		7,093	7,239
229	Quincy, Mass.		10,570	12,144
230	Rockland, Mass.	J. C. Gleason	4,553	5,000
231	Salem, Mass.	Alfred B. Brown, secretary.	27,563	
232	Somerville, Mass.	Joshua H. Davis	24,933	29,992
233	Southbridge, Mass.	John T. Clarke	6,464	6,500
234	Spencer, Mass.	W. M. McLaughlin	7,466	8,250
235	Springfield, Mass.	A. P. Stone	33,340	37,577
236	Stoneham, Mass.	James B. Hawkins, chairman school committee.	4,890	5,652
237	Stoughton, Mass.		4,875	5,183
238	Taunton, Mass.*	W. W. Waterman	21,213	
239	Wakefield, Mass.		5,547	6,060
240	Waltham, Mass.*	Henry Whittamore	11,712	
241	Ware, Mass.		6,003	
242	Watertown, Mass.		5,426	6,238
243	Webster, Mass.		5,696	6,220

* From Report of the Commissioner of Education for year 1884-'85.

5,000 inhabitants and over, &c.—PART I—Continued.

Minor population between 4 and 21.	Minor population between 6 and 14.	Legal school age.	Whole number of legal school age.			Whole number enrolled excluding duplicate enrolments.			Average daily attendance in all public schools.			
			Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
5	6	7	8	9	10	11	12	13	14	15	16	
1,764	800	4-21			1,764			900			744	130
		6-21	45,000	47,000	92,000	20,982	20,274	41,256	16,926	16,655	33,581	131
		6-20						1,350			934	132
		5-15			1,738			1,750			1,233	133
		5-15			951			956			709	134
		5-15			2,131			2,604			1,812	135
		5-15			1,578			1,388			1,220	136
		5-15			1,033			1,133			715	137
		5-15			68,072			65,000			51,662	138
		5-15			3,477			3,956			2,841	139
		5-15			1,409			1,681			1,253	140
		5-14			7,843			11,012			8,530	141
	3,791	5-15			4,804			4,894			3,778	142
		5-15			2,321			1,649			1,074	143
		5-15	913	892	1,805	899	879	1,778	721	701	1,422	144
		5-15			1,106			1,297			948	145
2,000	1,600	5-14	600	582	1,182	700	637	1,307			1,037	146
		5-15			1,145			1,200			1,110	147
		5-15			11,767			10,579			7,095	148
	2,122	8-14	904	932	1,836	1,687	1,665	3,352	1,181	1,125	2,306	149
		5-15			1,800			1,687			1,148	150
2,100	1,150	5-15	600	700	1,300	533	590	1,128	430	506	936	151
3,482	3,048	5-15	1,915	1,850	3,765	2,112	2,214	4,326	1,765	1,787	3,492	152
3,000		5-15	422	415	837	478	462	940			686	153
		8-14			2,381	2,139	2,449	4,558	1,480	1,680	3,160	154
		5-15			5,896			6,874			2,826	155
		5-15			1,606			2,000			1,447	156
		5-15			7,277						4,576	157
		5-15						872			842	158
b15,700	8,155	5-15	a5,479	a5,569	a11,048			a9,465	a3,343	a2,966	a6,309	159
	5,950	5-15	3,852	3,675	7,527	3,372	3,450	6,822	2,677	2,937	5,614	160
6,074	2,910	5-15	1,648	1,625	3,273	1,358	1,331	2,689	1,026	977	2,003	161
2,251	1,134	8-14	462	433	895	681	711	1,392	538	545	1,083	162
b2,500	b2,100	5-15	b1,100	b1,100	b2,200	1,200	1,500	2,500			1,800	163
		5-15			1,653			1,760			1,404	164
		5-15			1,135			1,270			971	165
		8-14			c810			864			788	166
		5-15			1,559			1,636			1,160	167
		8-14	e700	e650	c1,350	510	533	1,043	440	449	886	168
		5-15			1,629			1,759			1,452	169
		5-15			5,151			4,683			3,832	170
		5-15			2,581			1,761			1,126	171
		8-14			2,623			4,106			3,239	172
		5-15			2,705	1,281	1,309	2,590			1,766	173
	1,836	5-15			2,370			2,417			1,785	174
		5-15			1,191			1,242			799	175
		8-14			1,141			2,072			1,451	176
6,000	2,700	5-15	1,440	1,562	3,002	1,600	1,761	3,361	1,061	1,392	2,453	177
		5-15			1,234			1,461			1,043	178
		5-15			2,416			2,689			2,003	179
		5-15			880			883			797	180
		5-15			5,140			4,102			3,108	181
		5-15			5,296			6,350			4,678	182
2,413		5-15	605	754	1,419	426	441	857	291	315	606	183
	1,827	5-15	852	975	1,827	921	1,012	1,933	653	760	1,422	184
		5-15			6,472	a3,164	a2,649	6,583	a2,413	a1,928	4,652	185
1,673	759	5-15	457	479	936	555	542	1,097			797	186
		5-15			975			738			565	187
		5-15			4,173			4,402			3,248	188
		5-15			1,269			1,135			820	189
		5-15			2,332			2,792			2,353	190
		5-15			1,182			1,076			821	191
		5-15			1,104			1,293			994	192
		5-15			1,145			827			405	193

a In day schools only.

b Estimated.

c Number between 5 and 15.

TABLE 14.—School statistics of cities and towns containing

	City or town.	Superintendent.	Total population (census of 1880).	Total population of 1885—actual or estimated.
	1	2	3	4
194	Westfield, Mass*	W. H. Eaton, chairman school board	7, 587	11, 000
195	Weymouth, Mass	Gilman C. Fisher	10, 570	11, 000
196	Woburn, Mass	F. B. Richardson	10, 931	11, 768
197	Worcester, Mass	Albert P. Marble	58, 291	63, 333
198	Adrian, Mich	George W. Walker	7, 849	
199	Ann Arbor, Mich	W. S. Perry	8, 061	9, 500
200	Battle Creek, Mich	Le Roy Halsey	7, 063	12, 000
201	Bay City, Mich	J. W. Smith	20, 693	30, 000
202	Coldwater, Mich	E. C. Williams	4, 681	5, 103
203	Detroit, Mich*	J. M. B. Sill	116, 340	
204	East Saginaw, Mich	Cyrus B. Thomas	19, 016	30, 000
205	Flint, Mich	Wesley Sears	8, 409	9, 500
206	Grand Rapids, Mich	F. M. Kendall	32, 016	42, 397
207	Jackson, Mich. {Dist. No. 1 } No. 17*	C. M. Kendall J. B. Glasgow	16, 105	
208	Kalamazoo, Mich	Henry N. French	13, 552	16, 700
209	Ludington, Mich	Charles W. Pickell	4, 190	6, 000
210	Marquette, Mich	Charles Kelsey	4, 690	7, 500
211	Menominee, Mich	Willis G. Witter	3, 288	8, 000
212	Muskegon, Mich*	C. L. Houseman	11, 262	
213	Port Huron, Mich	Henry J. Robeson	8, 883	10, 960
214	Saginaw, Mich	S. G. Burkhead	10, 525	16, 000
215	West Bay City, Mich	Ezra J. Demorest	6, 397	13, 500
216	Duluth, Minn	R. E. Denfeld		18, 000
217	Faribault, Minn	W. M. West	5, 415	
218	Mankato, Minn	A. F. Rehdolt	5, 550	
219	Minneapolis, Minn	Orson V. Tonsley d	40, 887	160, 000
220	Red Wing, Minn	O. W. Whitman	5, 876	
221	Rochester, Minn	D. Steward	5, 103	
222	Saint Paul, Minn	S. S. Taylor	41, 473	150, 000
223	Stillwater, Minn	Frank T. Wilson	9, 055	15, 000
224	Winona, Minn		10, 203	
225	Natchez, Miss	I. W. Henderson	7, 058	9, 694
226	Vicksburg, Miss	H. T. Moore, county superintendent.	11, 814	16, 000
227	Carthage, Mo	J. M. White	4, 167	7, 500
228	Hannibal, Mo	H. K. Warren	11, 074	
229	Jefferson City, Mo	P. E. Oldham	5, 271	
230	Kansas City, Mo*	J. M. Greenwood	55, 785	
231	Saint Charles, Mo	G. W. Jones	5, 014	6, 050
232	Saint Joseph, Mo	Edward B. Neely	32, 431	50, 000
233	Saint Louis, Mo	Edward H. Long	350, 518	420, 000
234	Sedalia, Mo*	D. R. Cully	9, 561	
235	Springfield, Mo	Jonathan Fairbanks	6, 522	15, 000
236	Grand Island, Nebr	Robert J. Barr	2, 963	8, 000
237	Hastings, Nebr	E. B. Monlux	2, 817	8, 000
238	Lincoln, Nebr	E. T. Hartley	13, 003	20, 004
239	Omaha, Nebr	Henry M. James	30, 518	61, 825
240	Gold Hill, Nev	F. M. Huffaker, county superintendent.	4, 531	8, 000
241	Virginia City, Nev	F. M. Huffaker, county superintendent.	10, 917	12, 000
242	Claremont, N. H.	Edwin Vaughan, chairman school board	4, 704	5, 000
243	Concord, N. H. f	L. J. Rundlett	13, 843	
244	Dover, N. H.	Channing Folsom	11, 637	13, 000
245	Keene, N. H. f		6, 784	
246	Manchester, N. H.	William E. Buck	32, 630	38, 000
247	Nashua, N. H.	Frederic Kelsey	13, 397	
248	Portsmouth, N. H.	Charles H. Morss	9, 690	10, 000
249	Rochester, N. H. f		5, 784	
250	Somersworth, N. H.	Fred. L. Chapman, chairman board education	5, 536	5, 685
251	Atlantic, N. J. f	S. D. Hoffman	5, 477	
252	Bridgeton, N. J. f	William E. Cox	8, 722	
253	Camden, N. J.	Martin V. Bergen	41, 659	52, 884
254	Elizabeth, N. J.	J. Augustus Dix	26, 229	32, 043
255	Gloucester City, N. J.	J. C. Stinson	5, 347	6, 000
256	Harrison, N. J.	John Dwyer	6, 893	7, 000

* From Report of the Commissioner of Education for year 1884-'85.

a Estimated.

c Inclusive.

b In day schools only.

d Since succeeded by John E. Bradley

TABLE 14.—*School statistics of cities and towns containing*

	City or town.	Superintendent.	Total population (census of 1880).	Total population of 1885—actual or estimated.
	1	2	3	4
257	Hoboken, N. J. *	David E. Rue	30,999	
258	Jersey City, N. J.	A. W. Edson	120,722	153,513
259	Millville, N. J. a	J. A. Bolard	7,600	
260	Morristown, N. J. a	W. L. R. Haven	5,418	
261	Newark, N. J.	William N. Barringer	136,568	152,988
262	New Brunswick, N. J.	Charles Jacobus	17,166	18,000
263	Orange, N. J.	Usher W. Cutts	13,207	15,000
264	Passaic, N. J. a		6,531	
265	Paterson, N. J.	C. E. Meleney	51,031	62,722
266	Perth Amboy, N. J.	Charles C. Housmann	4,808	6,411
267	Phillipsburgh, N. J.	Edwin C. Beers	7,181	8,200
268	Plainfield, N. J.	J. L. Hurlbut	8,125	8,913
269	Rahway, N. J.	Gilbert R. Lindsay	6,455	6,700
270	Salem, N. J. a	T. H. Mackenzie	5,056	
271	Trenton, N. J. a	A. Henry Holme	29,910	
272	Albany, N. Y.	Charles W. Cole	90,758	
273	Auburn, N. Y.	B. B. Snow	21,924	26,000
274	Binghamton, N. Y.	M. W. Scott	17,317	20,000
275	Brooklyn, N. Y.	Calvin Patterson	566,663	
276	Buffalo, N. Y.	James F. Crooker	155,134	205,000
277	Cohoes, N. Y.	Murray Hubbard, president board of education.	19,416	
278	Cortland, N. Y.	Frank Place	4,550	7,500
279	Dunkirk, N. Y.	John W. Babcock	7,248	8,000
280	Elmira, N. Y.	G. V. R. Merrill	20,541	24,619
281	Gloversville, N. Y.	H. A. Pratt	7,133	8,500
282	Hoosick Falls, N. Y.	Joseph Buckley	4,530	6,000
283	Hornellsville, N. Y.	Joseph Cameron	8,195	10,000
284	Hudson, N. Y.	William P. Snyder	8,670	10,000
285	Ithaca, N. Y.	L. C. Foster	9,105	11,000
286	Jamestown, N. Y.	Samuel G. Love	9,357	
287	Kingston, N. Y. (3/4 of city) *	Charles M. Ryan	218,744	
288	Lansingburgh, N. Y.	Edward Wait	7,432	10,000
289	Little Falls, N. Y.	Leigh R. Hunt	6,910	8,000
290	Lockport, N. Y.	C. W. Wasson	13,522	20,000
291	Long Island City, N. Y. *	Charles W. Gould	17,129	
292	Newburgh, N. Y. *	John Miller	18,049	
293	New York, N. Y.	John Jasper	1,206,299	1,300,000
294	Ogdensburgh, N. Y.	Barney Whitney	10,341	
295	Oswego, N. Y. *	E. J. Hamilton, secretary	21,116	
296	Port Jervis, N. Y.	John M. Dolph	8,678	9,000
297	Poughkeepsie, N. Y.	Edward Burgess	20,207	
298	Rochester, N. Y.	S. A. Ellis	89,366	115,000
299	Rome, N. Y.	M. J. Michael	12,194	13,000
300	Saratoga Springs, N. Y.	E. N. Jones	8,421	12,000
301	Schenectady, N. Y.	S. B. Howe	13,655	14,000
302	Sing Sing, N. Y.	J. Irving Gorton	6,578	5,500
303	Syracuse, N. Y.	Edward Smith	51,792	66,935
304	Troy, N. Y.	David Beattie	56,747	63,000
305	Utica, N. Y.	Andrew W. Millan	33,914	37,000
306	Watertown, N. Y.	Fred Seymour	10,697	
307	West New Brighton, N. Y.	C. E. Surdam		6,500
308	Yonkers, N. Y. *	Charles E. Gorton	18,892	
309	Charlotte, N. C.	J. T. Corlew	7,094	
310	Raleigh, N. C.	Edward P. Moses	9,265	
311	Wilmington, N. C.	M. C. S. Noble	17,350	
312	Akron, Ohio	Elias Fraunfelder	16,512	23,000
313	Ashtabula, Ohio	I. M. Clemons	4,445	5,000
314	Bellaire, Ohio	Benjamin T. Jones	8,025	
315	Canton, Ohio	J. H. Lehman	12,258	
316	Chillicothe, Ohio	John Hancock	10,938	12,000
317	Cincinnati, Ohio	Emerson E. White	255,139	
318	Circleville, Ohio	M. H. Lewis	6,046	3,000
319	Cleveland, Ohio	L. W. Day	190,146	215,000
320	Columbus, Ohio	Robert W. Stevenson	51,647	72,386

* From Report of the Commissioner of Education for year 1884-'85.
 a These statistics are for the year 1884-'85.

b In day schools only.
 c Estimated.

5,000 inhabitants and over, &c.—PART I—Continued.

Minor population between 4 and 21.	Minor population between 6 and 14.	Legal school age.	Whole number of legal school age.			Whole number enrolled excluding duplicate enrolments.			Average daily attendance in all public schools.			
			Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
5	6	7	8	9	10	11	12	13	14	15	16	
		5-18			10,907			65,952			4,004	257
		5-18			51,087			24,998			14,998	258
		5-18			2,567			2,351			1,566	259
		5-18			1,735			864			707	260
		5-18			45,818	11,183	11,146	22,329			15,247	261
		5-18	2,441	2,287	4,728			2,744			1,963	262
		5-18			4,672	955	867	1,822			1,258	263
		5-18			2,422			1,241			890	264
16,998		5-18						12,709			7,290	265
	1,119	5-18	805	847	1,652	384	356	740	220	242	462	266
3,150	1,858	5-16	1,343	1,350	2,693	989	947	1,936	716	680	1,396	267
		5-18			2,357			1,419			1,047	268
		5-18			1,706			1,129			871	269
		5-18			8,536			4,090			2,702	270
		5-18			1,380			990			637	271
		5-21			c35,900			13,139			9,660	272
7,336	4,330	5-21	3,372	3,514	6,886	1,885	1,964	3,849	1,482	1,492	2,670	273
6,695	4,462	6-21	2,678	4,017	6,695	1,529	2,270	3,799	1,145	1,716	2,861	274
		5-21			230,000			98,115			63,943	275
75,000	41,500	5-21			70,000	14,391	13,981	28,372	9,139	8,901	18,040	276
	3,150	5-21			7,491	1,845	1,299	2,644	871	805	1,676	277
		5-21			2,050			707			404	278
c3,365	c1,900	5-21			3,065			1,364			1,031	279
		5-21	3,251	3,420	6,671	2,053	1,999	4,052	1,604	1,554	3,158	280
		5-21			2,272	748	802	1,550			1,028	281
		5-21			1,098			1,232			1,002	282
3,950	2,900	5-21	1,875	1,845	2,764			2,026			1,772	283
		5-21			3,720	717	653	1,370	385	439	824	284
		5-21			2,759			1,805			1,306	285
		5-21			3,192	1,197	1,149	2,346	814	844	1,658	286
		5-21			3,015			1,861			1,154	287
2,600	1,600	5-21			3,160	748	709	1,457			1,021	288
	1,500	5-21	1,180	1,112	2,292	1,000	1,102	2,102	873	400	773	289
		5-21			6,520			4,229			1,910	290
		5-21			6,712			3,440			2,739	291
465,000	195,000	5-21	209,500	210,500	420,000	119,019	119,301	238,320	76,659	76,984	153,643	292
		5-21			3,851			1,791			1,292	294
		5-21			8,011			3,232			2,451	295
c2,800	c1,450	5-21	1,303	1,344	2,652	859	998	1,857	618	731	1,349	296
		5-21			6,002	1,467	1,572	3,039			2,284	297
c42,000	c14,000	5-21	c18,950	c19,550	c38,500	7,041	7,541	14,582	5,217	5,525	10,742	298
2,804	c2,000	5-21			2,804			1,867			1,196	299
		5-21			2,555	967	1,129	2,116			1,456	300
		5-21			4,950			2,234			1,600	301
		5-21			1,786			1,114			732	302
22,086	10,372	5-21	9,996	10,616	20,612	4,948	5,251	10,199	3,840	3,949	7,789	303
c21,000	c10,500	5-21	c9,500	c10,500	c20,000	4,704	3,659	8,363	3,167	2,507	5,773	304
	c7,729	6-21	7,320	7,514	14,834	3,096	2,951	6,047	2,180	2,097	4,277	305
		5-21			3,338			1,865			1,667	306
1,593	637	5-21	746	847	1,593	365	447	812	173	259	432	307
		5-21			8,076			62,893			1,931	308
		5-21						1,510			1,253	309
		5-21						1,917			1,341	310
		5-21						1,591			913	311
	4,043	6-21	3,314	3,353	6,667	2,134	2,119	4,253	1,764	1,753	3,517	312
		6-21	572	600	1,172	410	410	820	293	324	617	313
		6-21			3,381			1,800			1,135	314
		6-21			6,022	1,777	1,773	3,550	1,294	1,309	2,605	315
c4,300	c1,500	6-21	1,831	1,800	3,631	1,013	956	1,969	788	757	1,545	316
		6-21	46,291	45,321	91,612			34,923			29,016	317
2,400	1,800	6-21				750	760	1,510	520	540	1,069	318
	42,023	6-21	31,106	30,549	61,655			30,266	11,919	11,676	23,595	319
		6-21	10,051	9,631	19,682	4,956	5,048	10,004	3,979	4,033	8,003	320

d Census of 1886.

e For the entire city.

TABLE 14.—School statistics of cities and towns containing

	City or town.	Superintendent.	Total population (census of 1880).	Total population of 1885—actual or estimated.
	1	2	3	4
321	Davton, Ohio	J. J. Burns	38,678	47,000
322	Defiance, Ohio	C. M. Butler	5,907	.....
323	Delaware, Ohio	James S. Campbell	6,894	.....
324	East Liverpool, Ohio	A. J. Surface	5,568	8,000
325	Elyria, Ohio	Henry M. Parker	4,777	5,000
326	Fremont, Ohio	W. W. Ross	8,446	8,500
327	Galion, Ohio	M. Manley	5,635	6,000
328	Hamilton, Ohio	L. R. Kleun, PH. D.	12,122	16,000
329	Ironton, Ohio	R. S. Page	8,857	10,000
330	Lancaster, Ohio	George W. Welsh	6,803	8,000
331	Lima, Ohio	J. M. Greenslade	7,567	11,000
332	Mansfield, Ohio	John Simpson	9,859	.....
333	Marietta, Ohio	Charles K. Wells	5,444	5,500
334	Massillon, Ohio	Edmund A. Jones	6,836	.....
335	Mt. Vernon, Ohio	J. A. Shawan	5,249	7,000
336	Newark, Ohio	W. J. Henderson	9,600	13,500
337	Norwalk, Ohio	W. R. Comings	5,704	7,000
338	Piqua, Ohio	Charles W. Bennett	6,031	.....
339	Pomeroy, Ohio	T. C. Flanegin	5,560	.....
340	Portsmouth, Ohio	E. S. Cox	11,321	15,000
341	Salem, Ohio	Robert Hole, president board education	4,041	5,000
342	Sandusky, Ohio	Alston Ellis	15,838	18,000
343	Springfield, Ohio	W. J. White	20,730	.....
344	Stuebenville, Ohio	Henry Ney Mertz	12,093	14,000
345	Tiffin, Ohio	J. W. Knott	7,879	10,000
346	Toledo, Ohio	John W. Dowd	50,137	.....
347	Urbana, Ohio	A. C. Deuel	6,252	.....
348	Wooster, Ohio	W. S. Eversole	5,840	.....
349	Xenia, Ohio	Edwin B. Cox	7,026	.....
350	Youngstown, Ohio	F. Treudley	15,435	.....
351	Zanesville, Ohio	William D. Lash	18,113	.....
352	Portland, Oreg.	T. H. Crawford	17,577	34,000
353	Allegheny, Pa.	John Morrow	78,682	.....
354	Allentown, Pa.*	L. B. Landis	18,063	.....
355	Altoona, Pa.	D. S. Keith	19,710	25,000
356	Ashland, Pa.	J. H. Michener	6,052	.....
357	Beaver Falls, Pa.	M. L. Knight	5,104	8,000
358	Bethlehem, Pa.	G. H. Desh	5,193	7,000
359	Bradford, Pa.	George F. Stone	9,197	12,000
360	Bristol, Pa.	Tillie S. Booz	5,273	.....
361	Carbondale, Pa.	John J. Forbes	7,714	.....
362	Carlisle, Pa.	E. P. Huerich	6,209	7,000
363	Chambersburgh, Pa.	William H. Hockenberry	6,877	9,500
364	Chester, Pa.	Charles F. Foster	14,997	16,000
365	Columbia, Pa.	B. G. Ames	8,312	.....
366	Conshohocken, Pa.	J. Warren Schlichter, principal of schools	4,561	6,000
367	Corry, Pa.	A. D. Colegrove	5,277	.....
368	Danville, Pa.	.....	8,846	.....
369	Dunmore, Pa.	L. R. Fowler	5,151	6,400
370	Easton, Pa.	William W. Cottingham	11,924	12,000
371	Erie, Pa.*	H. S. Jones	27,737	.....
372	Franklin, Pa.	N. P. Kinsley	5,010	.....
373	Harrisburgh, Pa.	Lemuel O. Foose	30,762	40,000
374	Hazleton, Pa.	David A. Harman	6,935	10,000
375	Johnstown, Pa.*	T. B. Johnston	8,380	.....
376	Lancaster, Pa.	R. K. Buehrle	25,769	30,000
377	Lebanon, Pa.*	J. T. Nitvauer	8,778	.....
378	Lock Haven, Pa.	John A. Robb	5,845	7,000
379	McKeesport, Pa.	Charles W. Deane	8,212	15,000
380	Mahanoy City, Pa.	William L. Balentine	7,181	8,000
381	Meadville, Pa.*	George W. Haskins, secretary	8,860	.....
382	New Castle, Pa.	W. U. Aiken	8,418	10,000
383	Norristown, Pa.	Joseph K. Gotwals	13,063	18,000
384	Oil City, Pa.	C. A. Babcock	7,315	.....
385	Philadelphia, Pa.	James MacAlister	847,170	51,000,030

* From Report of the Commissioner of Education for year 1884-'85.

5,000 inhabitants and over, &c.—PART I—Continued.

Minor population between 4 and 21.	Minor population between 6 and 14.	Legal school age.	Whole number of legal school age.			Whole number enrolled excluding duplicate enrolments.			Average daily attendance in all public schools.			
			Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
5	6	7	8	9	10	11	12	13	14	15	16	
		6-21			13, 875	3, 643	3, 591	7, 234	2, 868	2, 826	5, 694	321
		6-21			2, 113			1, 217			886	322
		6-21			2, 621			1, 496			1, 100	323
3, 000	2, 000	6-21	1, 241	1, 297	2, 538	812	806	1, 618	509	489	998	324
		6-21	780	875	1, 655	501	521	1, 022	399	391	790	325
		6-21	1, 030	1, 017	2, 047	533	555	1, 088	395	432	827	326
2, 500	1, 400	6-21	975	998	1, 973	600	643	1, 243	473	502	975	327
		6-21	2, 398	2, 440	4, 838	1, 133	1, 215	2, 348	901	937	1, 838	328
		6-21	1, 609	1, 584	3, 193	1, 008	993	2, 001	792	804	1, 596	329
		6-21	992	1, 031	2, 023	679	622	1, 301	466	444	910	330
		6-21	1, 722	1, 623	3, 345	912	886	1, 798	679	696	1, 375	331
		6-21			3, 352			2, 256			1, 809	332
		6-21	937	904	1, 841	570	674	1, 244	400	556	1, 016	333
		6-21			3, 153			1, 653			1, 189	334
		6-21	788	876	1, 664	548	637	1, 185	382	454	836	335
		6-21	1, 551	1, 610	3, 161	1, 025	1, 116	2, 141	817	751	1, 568	336
2, 381	1, 960	6-21	1, 026	1, 105	2, 131	647	684	1, 331	475	489	964	337
		6-21			2, 582			1, 059			795	338
		6-21			1, 912			1, 128			855	339
4, 862	2, 272	6-21	2, 032	2, 230	4, 262	1, 020	1, 047	2, 067	873	891	1, 764	340
		6-21	772	692	1, 464	449	457	906	369	372	741	341
		6-21	2, 876	2, 985	5, 861	1, 343	1, 413	2, 756	1, 117	1, 180	2, 297	342
		6-21			8, 922			4, 858			3, 777	343
		6-21	2, 263	2, 076	4, 339	1, 125	1, 164	2, 289	877	925	1, 802	344
2, 000	1, 434	6-21	1, 434	1, 450	2, 884	629	638	1, 315	476	536	1, 012	345
		6-21			23, 243			9, 169			6, 710	346
		6-21			1, 906			1, 144			949	347
		6-21			1, 947			1, 268			1, 014	348
		6-21			2, 107			1, 336			1, 051	349
		6-21			7, 650			3, 458			2, 628	350
7, 158		6-21			5, 971			3, 190			2, 428	351
		4-21	3, 482	3, 676	7, 158	1, 931	2, 135	4, 166	1, 430	1, 569	2, 999	352
		6-21				5, 638	5, 707	11, 345			9, 779	353
		6-21						3, 675			354	
		6-21				1, 790	1, 916	3, 706	1, 476	1, 581	3, 057	355
		6-21			673	673	673	1, 346	404	416	820	356
2, 450	1, 650	6-21	1, 150	1, 050	2, 200	749	848	1, 597	581	609	1, 190	357
3, 000	1, 500	6-21			2, 500	450	450	900			700	358
		6-21			1, 029	1, 031	2, 060	655	660		1, 315	359
		6-21			454	415	869				523	360
		6-21			823	958	1, 781				1, 118	361
		6-21			526	517	1, 043				943	362
		6-21			707	747	1, 454	630	670		1, 300	363
		6-21			1, 364	1, 428	2, 792				1, 887	364
		6-21			844	870	1, 714				1, 322	365
2, 500	1, 200	6-21	1, 000	1, 000	2, 000	364	350	714	295	297	592	366
		6-21			476	490	966				838	367
		6-21			722	780	1, 502				1, 008	368
		6-21			562	782	1, 344	327	460		787	369
		6-21			1, 179	1, 222	2, 401	903	892		1, 795	370
		6-21			8, 319			5, 174			3, 650	371
		6-21			693	695	1, 388				1, 045	372
3, 000	1, 800	6-21			2, 600	2, 955	3, 166	6, 121	2, 040	2, 205	4, 245	373
		6-21			2, 050	858	861	1, 719			1, 241	374
		6-21						1, 752			1, 287	375
		6-21						4, 330			2, 907	376
		6-21			2, 685			1, 685			1, 294	377
1, 700	1, 100	6-21	751	727	1, 478	651	647	1, 298	470	481	951	378
		6-21			996	996	996	1, 976			1, 390	379
1, 800	1, 500	6-21	850	800	1, 650	760	740	1, 500	618	534	1, 152	380
		6-21						1, 691			1, 316	381
		6-21				941	918	1, 859			1, 381	382
		6-21				1, 213	1, 145	2, 358	857	768	1, 625	383
		6-21				907	914	1, 821			1, 346	384
		6-21				52, 959	54, 854	107, 813			99, 439	385

α Estimated.

β In 1886.

TABLE 14.—School statistics of cities and towns containing

	City or town.	Superintendent.	Total population (census of 1880).	Total population of 1885—actual or estimated.
	1	2	3	4
386	Phoenixville, Pa.	H. F. Leister, A. M.	6, 682	7, 500
387	Pittsburgh, Pa.*	George J. Luckey	156, 389	
388	Pittston, Pa.		7, 472	
389	Plymouth, Pa.	David B. Gildea	6, 065	
390	Pottstown, Pa.		5, 805	
391	Pottsville, Pa.	B. F. Patterson	13, 253	14, 000
392	Reading, Pa.	Thomas M. Balliet	43, 278	55, 000
393	Scranton, Pa.	Joseph Roney	45, 830	
394	Shamokin, Pa.	Wm. F. Harpel	8, 184	
395	Sharon, Pa.	J. W. Canon	5, 634	
396	Shenandoah, Pa.	L. A. Freeman	10, 147	15, 000
397	Tamaqua, Pa.	Robert F. Ditchburn	5, 730	6, 000
398	Titusville, Pa.	R. M. Strecker	9, 046	10, 000
399	West Chester, Pa.	Sarah W. Starkweather	7, 046	7, 500
400	Wilkesbarre, Pa.	A. W. Potter, supervisor	23, 339	38, 000
401	Williamsport, Pa.	Samuel Transeau, A. M.	18, 934	27, 000
402	York, Pa.*	W. H. Shelly	13, 940	
403	Bristol, R. I.	J. P. Reynolds	6, 028	5, 737
404	Burrellville, R. I.	Abraam H. Granger	5, 714	
405	Cranston, R. I.	Charles W. Earle	5, 940	
406	Cumberland, R. I.	Robert Murray	6, 445	7, 300
407	East Providence, R. I.	George N. Bliss	5, 056	
408	Johnston, R. I.	Victor F. Horton, clerk of school committee	5, 765	7, 274
409	Lincoln, R. I.	James H. Lyon	13, 765	
410	Newport, R. I.	George N. Littlefield	15, 633	20, 000
411	Pawtucket, R. I.	Alvin F. Pease	19, 030	23, 000
412	Providence, R. I.	Horace S. Tarbell	104, 857	118, 070
413	South Kingston, R. I.	Arthur W. Brown	5, 114	5, 549
414	Warwick, R. I.	Dwight R. Adams	12, 164	
415	Westerley, R. I.	O. U. Whitford, A. M.	6, 101	8, 000
416	Woonsocket, R. I.	F. E. McFee	16, 050	18, 832
417	Charlestown, S. C.	Henry P. Archer	49, 984	60, 000
418	Columbia, S. C.	D. B. Johnson	19, 035	12, 000
419	Greenville, S. C.	William S. Morrison	6, 160	7, 695
420	Clarksville, Tenn.	J. W. Graham	3, 880	8, 000
421	Chattanooga, Tenn.	H. D. Wyatt	12, 892	25, 101
422	Knoxville, Tenn.	Albert Ruth	9, 633	19, 800
423	Memphis, Tenn.	Charles H. Collier	33, 592	52, 000
424	Nashville, Tenn.*	S. Y. Caldwell	43, 350	
425	Union City, Tenn.	John H. Hisemon		6, 000
426	Austin, Tex.	John B. Wynn	11, 013	23, 069
427	Brenham, Tex.	W. H. Flynne	4, 101	6, 500
428	Dallas, Tex.		10, 353	
429	Fort Worth, Tex.	Alexander Hogg	6, 663	
430	Galveston, Tex.	W. M. Crow	22, 248	40, 000
431	Houston, Tex.	J. E. Dow	16, 513	30, 000
432	Marshall, Tex.		5, 624	
433	San Antonio, Tex.		20, 550	
434	Sherman, Tex.	C. N. Buckler, president board of education	6, 693	11, 500
435	Waco, Tex.	J. N. Gallagher	7, 295	14, 000
436	Ogden City, Utah.	Edward H. Anderson, county superintendent	6, 069	
437	Brattleborough, Vt.	Rev. C. H. Merrill	5, 880	6, 000
438	Bennington, Vt.	F. S. Pratt	6, 333	6, 700
439	Burlington, Vt.	H. O. Wheeler	11, 565	
440	Rutland, Vt.	J. J. E. Randall	12, 149	
441	St. Albans, Vt.	Ova M. Hilton	7, 193	
442	St. Johnsbury, Vt.	S. T. Sanford	5, 800	
443	Alexandria, Va.	Richard L. Carne	13, 659	14, 000
444	Danville, Va.	Eston Randolph	7, 326	
445	Fredericksburgh, Va.	J. G. Swartz	5, 010	
446	Lynchburgh, Va.	E. C. Glass	15, 959	18, 381
447	Manchester, Va.	Henry A. Maurice	5, 729	
448	Norfolk, Va.*	R. G. Banks	21, 966	
449	Petersburgh, Va.	D. M. Brown	21, 656	
450	Portsmouth, Va.*	G. F. Edwards	11, 390	

* From Report of the Commissioner of Education for year 1884-'85.

5,000 inhabitants and over, &c.—PART I—Continued.

Minor population between 4 and 21.	Minor population between 6 and 14.	Legal school age.	Whole number of legal school age.			Whole number enrolled excluding duplicate enrolments.			Average daily attendance in all public schools.			
			Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
5	6	7	8	9	10	11	12	13	14	15	16	
2,800	1,800	6-21	1,500	1,000	2,500	751	751	1,502	546	566	1,112	286
		6-21				567	704	27,440			19,875	387
		6-21				553	654	1,271			812	388
		6-21				635	539	1,207			756	389
5,100	2,400	6-21	2,250	2,250	4,500	1,373	1,274	2,647		960	885	1,845
	9,000	6-21			a15,000	3,486	3,586	7,072	2,600	2,564	5,164	392
		6-21				4,863	5,528	10,391			7,400	393
		6-21				1,043	1,152	2,195			1,537	394
		6-21				556	604	1,169			963	395
a5,500	a3,500	6-21	a2,250	a2,250	a4,500	1,189	1,288	2,477	750	857	1,607	396
3,000	2,000	6-21	1,000	1,000	2,000	703	709	1,412	489	444	933	397
		6-21									1,239	398
2,000	1,300	6-21	800	1,000	1,800	517	595	1,112	287	380	667	399
		6-21				2,554	2,756	5,310			3,591	400
a15,000	a3,000	6-21	a3,000	a3,000	a6,000	1,944	1,972	3,916			2,683	401
		6-21						2,861			2,002	402
		5-15	642	617	1,259	551	506	1,057			793	403
		5-15	570	558	1,128	586	560	1,146			563	404
		5-15	678	551	1,229	497	490	987			592	405
		5-15			1,501			1,100			900	406
		5-15	738	767	1,505	727	747	1,474			935	407
		5-15	812	791	1,603	673	647	1,320			690	408
		5-15	1,746	1,760	3,506	1,524	1,504	3,028			1,735	409
		5-15			3,689	1,145	1,065	2,210	888	810	1,698	410
		5-16	2,600	2,583	5,279	2,049	1,910	3,959			2,756	411
		5-15	11,556	11,835	23,391	8,699	8,632	17,322	6,491	6,447	12,938	412
a2,300	1,000	5-15	500	600	1,100	440	450	890			785	413
		5-15	1,348	1,353	2,706	1,284	1,166	2,450	380	405	1,312	414
		6-15	603	669	1,272	573	562	1,135			975	415
		5-15	1,960	2,049	4,009	1,414	1,308	2,729	450	525	1,431	416
9,175	6,128	6-16	3,394	4,209	7,603	2,207	2,633	5,100	2,004	2,519	4,523	417
	a2,160	6-16			a2,300	720	719	1,439	423	444	807	418
		6-18										419
		6-21	1,081	1,135	2,216	528	610	1,138	305	409	804	420
a6,578	a4,878	6-21	2,867	3,011	5,878	1,741	1,880	3,621			2,090	421
5,780	3,854	6-21	2,502	2,678	5,180	1,304	1,477	2,781	1,061	1,159	2,220	422
		6-21						4,920			3,963	423
		7-21			14,816			7,055			5,554	424
1,500	1,320	6-21	695	653	1,348	321	483	804	231	297	528	425
		7-21	988	1,019	2,007	1,143	1,156	2,299	914	935	1,849	426
1,500	1,450	6-17	676	625	1,301	629	588	1,217	300	307	607	427
								1,584			891	428
		7-18			2,006			2,107			1,400	429
15,000	10,000	7-19	5,000	4,886	9,886	1,841	1,961	3,802			3,460	430
		8-18			4,296			2,687			1,807	431
					5,554			1,283			562	432
					9,160			3,464			2,120	433
		7-16						1,038			680	434
		7-18			2,642			1,941			1,066	435
		6-18	861	733	1,644	692	665	1,357			687	436
								1,064				437
		4-				415	600	1,015	265	512	877	438
		5-20						1,535				439
		5-20						2,925				440
		5-20						1,309				441
		5-20						1,009				442
		5-21	2,455	2,371	4,826	923	727	1,650	694	613	1,307	443
					3,089			1,240			637	444
					1,500			910			683	445
6,700	3,182	5-21	3,089	3,201	6,290	1,215	1,459	2,674	904	1,107	2,011	446
					2,436			820			494	447
		5-21			6,695			2,022			1,270	448
		5-21	3,569	3,762	7,331	1,418	1,602	3,020	1,019	1,112	2,131	449
		5-21			3,210			1,274			1,016	450

a Estimated.

b Inclusive.

c Since succeeded by James Barron Hope.

TABLE 14.—*School statistics of cities and towns containing*

	City or town.	Superintendent.	Total population (census of 1880).	Total population of 1887—actual or estimated.
	1	2	3	4
451	Richmond, Va.....	John B. Cary.....	63, 600	80, 000
452	Staunton, Va.....	W. W. Robertson.....	6, 664	.....
453	Seattle, Wash.....	Edward S. Ingraham.....	.....	9, 768
454	Tacoma, Wash.....	E. P. Young.....	.....	6, 500
455	Parkersburgh, W. Va.....	A. L. Purinton.....	6, 582	9, 500
456	Wheeling, W. Va.....	W. H. Anderson.....	30, 737	31, 700
457	Appleton, Wis.....	A. B. Whitman.....	8, 005	11, 090
458	Eau Claire, Wis.....	Mrs. J. C. Sherwin, county superintendent.....	10, 119	21, 000
459	Fond du Lac, Wis.....	I. N. Mitchell.....	13, 094	14, 000
460	Green Bay, Wis.....	J. C. Crawford.....	7, 464	7, 111
461	Janesville, Wis*.....	C. H. Keyes.....	9, 018	.....
462	Kenosha, Wis.....	James Cavanagh.....	5, 039	.....
463	La Crosse, Wis.....	Albert Hardy.....	14, 505	23, 600
464	Madison, Wis.....	William H. Beach.....	10, 324	12, 064
465	Milwaukee, Wis.....	William E. Anderson.....	115, 587	158, 509
466	Oconto, Wis.....	D. P. Moriarty.....	4, 171	5, 000
467	Oshkosh, Wis.....	Charles R. Nevitt, jr.....	15, 748	23, 000
468	Racine, Wis.....	H. G. Winslow.....	16, 031	19, 600
469	Sheboygan, Wis.....	George Heller.....	7, 314	13, 500
470	Watertown, Wis.....	C. F. Viebahn.....	7, 883	.....
471	Wausau, Wis.....	Charles V. Bardeen.....	4, 277	9, 000

* From Report of the Commissioner of Education for year 1884-'85.

5,000 inhabitants and over, &c.—PART I—Continued.

Minor population between 4 and 21.	Minor population between 6 and 14.	Legal school age.	Whole number of legal school age.			Whole number enrolled excluding duplicate enrolments.			Average daily attend- ance in all public schools.			
			Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
5	6	7	8	9	10	11	12	13	14	15	16	
23, 119	.....	5-21	10, 225	11, 454	21, 079	3, 144	5, 235	8, 379	2, 727	2, 546	7, 273	451
.....	.....	.....	.....	.....	1, 927	.....	.....	1, 049	.....	.....	764	452
2, 597	.....	5-21	1, 167	1, 143	2, 310	742	723	1, 465	.....	.....	1, 126	453
.....	.....	5-21	588	573	1, 161	521	443	964	.....	.....	.....	454
.....	1, 800	6-21	1, 230	1, 330	2, 560	933	871	1, 804	688	650	1, 338	455
.....	.....	6-21	5, 280	5, 170	10, 450	2, 245	2, 414	4, 659	1, 829	1, 939	3, 768	456
.....	1, 927	4-20	1, 899	2, 171	4, 070	1, 065	1, 203	2, 268	865	911	1, 776	457
4, 773	.....	4-20	2, 330	2, 447	4, 777	.....	.....	2, 868	.....	.....	.....	458
.....	.....	4-20	2, 538	2, 636	5, 224	.....	.....	2, 199	.....	.....	1, 592	459
2, 643	1, 423	4-20	1, 275	1, 268	2, 543	601	616	1, 217	511	524	1, 035	460
.....	.....	4-20	.....	.....	3, 829	.....	.....	1, 596	.....	.....	1, 280	461
.....	.....	4-20	903	879	1, 782	333	323	656	.....	.....	.....	462
.....	.....	4-20	3, 405	3, 625	7, 030	1, 824	1, 701	3, 525	1, 284	1, 200	2, 484	463
.....	.....	4-20	1, 981	2, 165	4, 146	710	725	1, 435	.....	.....	1, 383	464
.....	.....	4-20	27, 079	28, 142	55, 221	11, 678	10, 920	22, 598	.....	.....	15, 127	465
1, 314	809	4-20	674	640	1, 314	674	640	1, 314	600	450	1, 050	466
7, 200	3, 500	4-21	3, 500	3, 700	7, 200	1, 600	1, 900	3, 500	.....	.....	2, 500	467
.....	.....	4-20	3, 467	3, 554	7, 021	1, 539	1, 468	3, 007	1, 143	1, 061	2, 204	468
.....	.....	4-20	2, 241	2, 250	4, 491	802	794	1, 596	.....	.....	.....	469
.....	.....	4-20	1, 727	1, 842	3, 569	644	597	1, 241	.....	.....	.....	470
2, 847	1, 541	4-20	1, 456	1, 391	2, 847	831	776	1, 607	.....	.....	.....	471

TABLE 14.—School statistics of cities and towns containing 5,000 inhabitants and over for

	City or town.	Number of days public schools were taught.	Actual attendance in days of pupils of all grades.	Average number of pupils to each teacher.	Teachers in public schools.		
					Male.	Female.	Total.
	1	17	18	19	20	21	22
1	Birmingham, Ala.....	180			6	25	31
2	Huntsville, Ala.....	160			6	7	13
3	Mobile, Ala.....	187			16	38	54
4	Montgomery, Ala.....				9	24	33
5	Selma, Ala.....	176			3	12	15
6	Little Rock, Ark.....	176½		73	6	41	47
7	Alameda, Cal.....				4	27	31
8	Los Angeles, Cal.....	190	584, 440		8	67	75
9	Marvsville, Cal.....	180		45	2	8	10
10	Oakland, Cal*.....	206			13	129	142
11	Sacramento, Cal.....	190		35	4	85	89
12	San Francisco, Cal.....	205	6, 589, 930	63	57	716	773
13	San José, Cal.....	200	391, 978	67	8	37	45
14	Vallejo, Cal.....	190½	192, 676		5	14	19
15	Leadville, Colo.....	129	98, 529	64		16	16
16	South Pueblo, Colo.....	190	75, 682		2	12	14
17	Bridgeport, Conn.....	205		55	3	119	122
18	Bristol, Conn.....	191			3	24	27
19	Danbury, Conn.....				3	54	57
20	Derby, Conn.....				9	48	57
21	Enfield, Conn.....				3	32	35
22	Greenwich, Conn.....	200			4	27	31
23	Groton, Conn.....				8	14	22
24	Hartford, Conn.....				23	135	158
25	Killingly, Conn.....				10	19	29
26	Manchester, Conn.....	186	165, 195				25
27	Meriden, Conn.....	200	489, 500	52	9	62	71
28	Middletown, Conn.....				5	17	22
29	Naugatuck, Conn.....	200		53	2	16	18
30	New Britain, Conn.....	196			3	40	43
31	New Haven, Conn.....	200			18	252	270
32	New London, Conn.....				2	40	42
33	Norwalk, Conn*.....	195			7	36	43
34	Norwich, Conn.....	200	156, 600	31	1	30	31
35	Southington, Conn.....				4	24	28
36	Stamford, Conn.....				9	34	43
37	Stonington, Conn.....				6	26	32
38	Thompson, Conn.....			45	6	12	18
39	Vernon, Conn.....	180			2	26	28
40	Waterbury, Conn.....				5	70	75
41	Winchester, Conn.....	195		36	3	20	23
42	Windham, Conn.....				5	26	31
43	Sionx Falls, Dak.....			44			17
44	Wilmington, Del.....	193		39	3	165	168
45	Atlanta, Ga.....	200	1, 216, 400		9	89	98
46	Augusta, Ga.....	250			8	32	40
47	Columbus, Ga.....	190		50	3	28	31
48	Macon, Ga.....	174		47	2	33	35
49	Savannah, Ga.....				12	54	66
50	Aurora, Ill., District No. 5.....	193	293, 853		3	31	34
51	Belleville, Ill.....	198		50	13	35	48
52	Bloomington, Ill*.....	176		37	1	71	72
53	Cairo, Ill.....	169	185, 224	59	2	19	21
54	Chicago, Ill.....	195	12, 024, 545	57	c56	c1, 384	c1, 440
55	Danville, Ill.....	190			3	39	42
56	Decatur, Ill.....	177½	357, 958		6	32	38
57	East St. Louis, Ill.....		258, 347	50	14	29	43
58	Elgin, Ill.....	185			2	33	35
59	Freeport, Ill.....	200	260, 000	45	3	32	35
60	Galena, Ill.....	195		45	2	18	20
61	Galesburg, Ill.....	180	274, 760	54	2	37	39
62	Jacksonville, Ill.....	194	266, 016		1	37	38
63	Joliet, Ill.....	198			4	54	58

* From Report of the Commissioner of Education for year 1884-'85.

a Monthly salaries.

1885-'86; from replies to inquiries by the United States Bureau of Education—PART II.

High schools.		Evening schools.		Number of public-school buildings.	Number of sittings for study in all public schools.	Estimated enrolment in private and parochial schools.	Public-school libraries.		Annual salary of city superintendents.	Annual salary of high-school principal.		
Teachers.	Pupils.	Teachers.	Pupils.				Number of libraries.	Volumes in libraries.		Male.	Female.	
23	24	25	26	27	28	29	30	31	32	33	34	
3	90	0	0	7	1,800	300	1	500	\$1,750	a\$90	a\$60	1
8	309			3	700	450	2	500				2
		0	0	12			1	2,000				3
				5	1,642		1	300	2,070	1,400	800	4
4	153	1	41	13	2,434	450			1,810	1,200		5
3	85	0	0	6	1,000	166	5	500	1,230	1,500		6
4	143			19	3,550		1	1,000	2,000	1,200		7
1	24			2	500	190	2	1,500	600			8
9	379	2	121	15	7,031	1,500			2,400	2,700		9
5	133	2	92	12	1,000	1,000			2,700	2,500	1,000	10
27	1,186	35	2,532	62		9,286			4,000			11
3	92	3	196	7		700	5	1,200	1,500	1,500		12
1	73	0	0	3			4	768	480			13
2	19			4	1,500	450	1	160	1,800			14
3	73			3	610	200		250	12,000		855	15
6	194	4	189	18	6,054	800			2,500	2,500		16
6	70	4	155	12	1,192		12	400	250	1,100	525	17
				17	2,539	70	1	200				18
				9	2,690	401	5	1,778				19
				15	1,336	510	4	851				20
				20	2,400	194	1	3,000				21
				13	1,065	20						22
18	522	10	460	17	6,490	1,750						23
				15	1,390		1	100				24
				9	1,196	38	9	300				25
6	209	11	498	17	3,564	960	6	1,200	800			26
				3	1,020	409						27
				9	873		2	300		1,000	400	28
5	168	5	268	10	2,400	1,500	2	500	500	1,950	600	29
15	712	12	766	37	11,532	1,838	11	8,600	3,000	2,700		30
	88			7	1,858	74	7	2,178				31
				12							550	32
0	0	0	0	6	1,215	400	1	291	2,250			33
				12	1,225	19						34
				18	1,750	544						35
				18	1,632	96	4	300				36
		2	50	13	824	429	5	200				37
6	74	0	0	10	360		3			1,500		38
				15	2,670	400						39
4	70	0	0	8	940	230	3	100		1,150		40
				13	1,227	645	3	1,066				41
2	60			4	6,816	100	1					42
		6	235	24	7,665				1,600	1,360	1,000	43
10	495			12	5,151	1,500	1	1,209	2,000	1,600	1,200	44
3	150	0	0	11		2,000		1,800	1,800	1,250	720	45
0	0	0	0	6	1,440	300			1,600			46
4	142	0	0	7	1,556	300	2	400	2,070	1,350	720	47
5	229			8	3,600	1,200	1	800	2,800	2,250		48
5	115	0	0	5	2,100	597	2	2,070	2,000	1,200		49
				5	2,400	650	5	790	2,000			50
1				10	2,900				1,600	1,000		51
3	57			6	61,648	6275	1	386	1,200		560	52
50	1,950	128	6,709	91	76,896	44,000	40	22,000	4,200	2,400		53
				6	2,500	613			1,600	1,300		54
6	278	0	0	7	2,160	300	1	1,000	2,000	1,800		55
3	48	0	0	10			0	0	1,500	1,000		56
5	103			8		757			1,200	1,000		57
4	148	0	0	5	1,800	400	1	215	1,800	1,000		58
3	75			4		350	1	1,800	1,200		500	59
3	117			7	2,086	450	1	400	1,700		800	60
4	130			7	2,150	628			810		720	61
4	120			10	2,600	700	1	50	1,600	1,100		62
												63

b Estimated.

c Exclusive of evening schools.

TABLE 14.—School statistics of cities and towns containing

	City or town.	Number of days public schools were taught.	Actual attendance in days of pupils of all grades.	Average number of pupils to each teacher.	Teachers in public schools.		
					Male.	Female.	Total.
	1	17	18	19	20	21	22
64	Kankakee, Ill.	196	127,751	50	1	20	21
65	Lincoln, Ill.	193	142,875		1	19	20
66	Moline, Ill.	177		46	4	36	40
67	Monmouth, Ill.	160	157,481	50	1	22	23
68	Ottawa, Ill.*			41	2	28	30
69	Peoria, Ill.	196			10	106	116
70	Peru, Ill.	200		40	2	17	19
71	Quincy, Ill.	196	508,620		3	57	60
72	Rockford, Ill.	198	483,740	40	2	69	71
73	Rock Island, Ill.	177	298,376	52	3	41	44
74	Springfield, Ill.*	180		40	6	57	63
75	Streator, Ill.	195	318,445		2	32	34
76	Crawfordsville, Ind.	180	180,720	56	6 ^a	19	23
77	Evansville, Ind.	197		36	18	134	152
78	Fort Wayne, Ind.	192		38	6	102	108
79	Indianapolis, Ind.	183		49	25	274	299
80	Jeffersonville, Ind.	180		53	7	32	39
81	La Fayette, Ind.	190	327,710	49	8	44	52
82	La Porte, Ind.	190		42	2	25	27
83	Lawrenceburgh, Ind.	200	171,000	48	6	12	18
84	Logansport, Ind.	178	139,005	56	7	30	37
85	Michigan City, Ind.	193 ¹	129,057		4	16	20
86	Peru, Ind.	190		55	5	15	20
87	Richmond, Ind.	178	360,806	48	5	51	56
88	Seymour, Ind.	177 ¹	138,671		4	14	18
89	South Bend, Ind.	178		46	10	40	50
90	Terre Haute, Ind.	187		52	12	91	103
91	Vincennes, Ind.	197		42	2	19	21
92	Washington, Ind.	170		55	5	13	18
93	Burlington, Iowa	190	596,380	58	15	59	74
94	Council Bluffs, Iowa	198	378,378		3	54	57
95	Davenport, Iowa	197	637,965		10	76	86
96	Des Moines (west side), Iowa*	177			5	70	75
97	Dubuque, Iowa	200			10	69	79
98	Keokuk, Iowa	190			9	43	52
99	Lyons, Iowa	200	11,300		1	16	17
100	Marshalltown, Iowa	178	270,720		3	39	42
101	Muscatine, Iowa	190		49	5	36	41
102	Oskaloosa, Iowa	176		46	3	28	31
103	Ottumwa, Iowa	190			2	38	40
104	Waterloo, Iowa	180	108,179		2	29	31
105	Emporia, Kans.	180		44	3	29	32
106	Fort Scott, Kans.	183			7	23	30
107	Lawrence, Kans.	160		73	0	28	32
108	Leavenworth, Kans.	180			9	46	55
109	Ottawa, Kans.	180			3	18	21
110	Wellington, Kans.					14	14
111	Covington, Ky.	197	575,043	60	7	59	66
112	Louisville, Ky.	204			31	335	366
113	Newport, Ky.	200			4	42	46
114	Owensborough, Ky.	184	164,866	57	2	19	21
115	New Orleans, La.	181	2,826,315	45	23	379	402
116	Auburn, Me.*				4	48	52
117	Augusta, Me.	d 174	157,157	32	6	48	54
118	Bangor, Me.				6	95	101
119	Bath, Me.				4	20	24
120	Belfast, Me.				9	18	27
121	Biddeford, Me.	184		44	7	37	44
122	Brunswick, Me.	180			5	27	32
123	Calais, Me.	200			3	24	27
124	Cape Elizabeth, Me.				3	27	30
125	Deering, Me.	198			1	22	23
126	Ellsworth, Me.				8	19	27

* From Report of the Commissioner of Education for year 1884-'85. ^aExcluding special teachers.

5,000 inhabitants and over, &c.—PART II—Continued.

High schools.		Evening schools.		Number of public-school buildings.	Number of sittings for study in all public schools.	Estimated enrolment in private and parochial schools.	Public-school libraries.		Annual salary of city superintendents.	Annual salary of high-school principal.		
Teachers.	Pupils.	Teachers.	Pupils.				Number of libraries.	Volumes in libraries.		Male.	Female.	
23	24	25	26	27	28	29	30	31	32	33	34	
3	51	0	0	3	1,200	500	1	250	\$1,350		64	
3	73	0	0	5	954	591			1,200		65	
3	67			6	1,738	395			1,800	\$1,200	66	
				5	1,250						67	
				8	1,415	261			1,200		68	
9	271	6	158	12	5,385	1,500	4	1,710	2,500	1,800	69	
4	80	0	0	4	850	250	1	200	1,200		70	
5	141			9	3,261	2,150			1,500	1,500	71	
5	189	0	0	12	2,895	400	2	538	1,800	1,600	72	
4	121			7	2,000	800		475	1,750	1,400	73	
6				8		1,343			1,800	1,500	74	
5	185			8	2,044	450	2	325	1,300	1,500	75	
2	52	0	0	3	1,400	150	1	200	1,600	633	76	
11	305	0	0	13	6,300	1,433			2,500	1,400	77	
8	226			9	3,960	3,800	1	5,600	2,500	1,500	78	
18				28		1,198			2,750	2,225	79	
3	101			6	150	150	1	147	1,300		80	
4	100			7	2,200	2,000			1,800	1,300	81	
5	107			7		900	1	2,700	2,000	1,200	82	
2	45	0	0	2	1,000	500	1	1,000	1,200	800	83	
4	117	0	0	6	1,864	700	1	400	1,600	1,000	84	
3	40			3	1,050	400	1	500	1,800		85	
3	108			3	1,200	300	1	400	1,500	700	86	
4	132	0	0	8	2,404	900			2,000	1,200	87	
2	29	0	0	4	1,300	250	1	300	1,250	500	88	
5	137			7	2,500	800	1	500	1,800	1,400	89	
9	365	0	0	15	4,196	900			2,500	1,400	90	
4	105			4	1,086	853	1	742	1,700		91	
2	67			4	18	300	1	350	1,000	675	92	
6	139	4	200	13	3,900	1,000	5	1,000	1,900	1,500	93	
3	126			13	2,718	300			2,000	1,000	94	
6	226	7	309	10	1,000	1,000	1	40	2,000	1,500	95	
3				13	2,422				1,800	1,300	96	
6	163			11	3,600	2,500			1,700		97	
5	140	0	0	6	2,400	600	1	400	1,400	1,200	98	
2	70			4	1,000	400			1,200		99	
5	143	0	0	6	2,110	70	1	500	1,800		100	
3	100	3	104	10	1,840	150	2	150	1,500	900	101	
5	185			4	1,530		1	875	1,660		102	
3	70			5	1,805	100	1	600	1,700		103	
4	150			5		215	2	325	2,125		104	
4	90	0	0	9	1,600		1	300	1,400	900	105	
1	43			6	1,304	300			1,000	725	106	
3	147			11	1,715	250	1		1,200	720	107	
5	218	0	0	9	2,664	1,200	0	0	2,400	2,000	108	
1	51			3	1,320	30			1,300		109	
1	50			3	3,780	100	1	325	1,000		110	
5	177	0	0	6	740	2,500	1	500	1,800	1,600	111	
22	592	37	1,003	30		0	0	0	2,500	2,000	112	
2	139			9	2,800	800	1	900	1,400	800	113	
2	64			5	1,200	142	1	300	1,700	720	114	
11	420	0	0	46	18,000	16,400			3,000	1,625	1,500	115
				32	2,180	20			1,200	1,500		116
4	103	0	0	26	1,655	100	2	300	300	1,600		117
6	232											118
	217			15								119
	55			18								120
3	90	4	175	21	1,968	500	1	250	1,400	1,300	700	121
3	60	0	0	23	1,240	50	1	200		1,350	500	122
3	70			13	2,000	100			300	800	360	123
	92			15								124
3	136			15	800					1,000	396	125
	64			23								126

b Monthly salary.

c Average salary.

d For graded schools; for ungraded, 115.

TABLE 14.—School statistics of cities and towns containing

	City or town.	Number of days public schools were taught.	Actual attendance in days of pupils of all grades.	Average number of pupils to each teacher.	Teachers in public schools.		
					Male.	Female.	Total.
	1	17	18	19	20	21	22
127	Lewiston, Me.....	184		50	3	57	60
128	Portland, Me.....	190	891,860		10	144	154
129	Rockland, Me*.....	158			3	30	33
130	Saco, Me.....	190		27	12	28	40
131	Baltimore, Md.....	204	6,850,524	43	120	891	1,011
132	Hagerstown, Md.....	150		50	7	20	27
133	Adams, Mass.....				5	50	35
134	Andover, Mass.....				1	26	27
135	Attleborough, Mass.....				5	68	73
136	Beverly, Mass.....				5	35	38
137	Blackstone, Mass.....				3	25	28
138	Boston, Mass.....				145	1,089	1,234
139	Brockton, Mass.....				12	85	97
140	Brookline, Mass*.....				3	38	41
141	Cambridge, Mass.....	200			24	231	255
142	Chelsea, Mass.....	200		50	4	88	92
143	Chicopee, Mass.....				4	33	37
144	Clinton, Mass.....	196	278,712	51	1	34	35
145	Danvers, Mass.....	185		43	4	24	28
146	Dedham, Mass.....	209		32	7	30	37
147	Everett, Mass.....	192	213,120	41	2	27	29
148	Fall River, Mass.....	200			11	97	108
149	Fitchburg, Mass.....	185	426,647		5	63	68
150	Frammingham, Mass.....				2	33	35
151	Gardner, Mass.....	165	154,340	47	2	22	24
152	Gloucester, Mass.....	191	658,719		5	97	102
153	Great Barrington, Mass.....	192			5	25	30
154	Haverhill, Mass.....	192	606,720	40	5	101	106
155	Holyoke, Mass.....	196½			20	86	106
156	Hyde Park, Mass.....				7	39	46
157	Lawrence, Mass.....	200		40	8	122	130
158	Leominster, Mass.....				1	24	25
159	Lowell, Mass.....	203			a15	a173	a188
160	Lynn, Mass.....	192	1,077,888	47	11	130	141
161	Malden, Mass.....	192	388,416		2	58	60
162	Marblehead, Mass.....	200	216,600	52	2	25	27
163	Marlborough, Mass.....	180		40	2	48	50
164	Medford, Mass.....				9	34	43
165	Melrose, Mass.....				1	25	26
166	Middleborough, Mass.....				3	25	28
167	Milford, Mass.....	180			2	36	38
168	Montague, Mass.....	180		38	2	26	28
169	Natick, Mass.....				4	43	47
170	New Bedford, Mass.....				8	117	125
171	Newburyport, Mass.....				7	37	44
172	Newton, Mass.....	240		39	15	86	101
173	North Adams, Mass.....	190		44	3	52	55
174	Northampton, Mass.....	c174		38	3	60	63
175	Palmer, Mass.....				4	30	34
176	Peabody, Mass.....	200			4	37	41
177	Pittsfield, Mass.....	196			4	69	73
178	Plymouth, Mass.....				6	38	44
179	Quincy, Mass.....				5	48	53
180	Rockland, Mass.....			40	5	16	21
181	Salem, Mass.....			30			99
182	Somerville, Mass.....	200	163,730		9	111	120
183	Southbridge, Mass.....	177	89,082	39	1	22	23
184	Spencer, Mass.....	180		54	4	34	38
185	Springfield, Mass.....	200	868,200		10	113	123
186	Stoneham, Mass.....	182		42	2	22	24
187	Stoughton, Mass.....				4	16	20
188	Taunton, Mass*.....	195			16	74	90
189	Wakefield, Mass.....				3	25	28

*From Report of the Commissioner of Education for year 1884-'85.

a In day-schools only.

5,000 inhabitants and over, &c.—PART II—Continued.

High schools.		Evening schools.		Number of public-school buildings.	Number of sittings for study in all public-schools.	Estimated enrolment in private and parochial schools.	Public-school libraries.		Annual salary of city superintendents.	Annual salary of high-school principal.			
Teachers.	Pupils.	Teachers.	Pupils.				Number of libraries.	Volumes in libraries.		Male.	Female.		
23	24	25	26	27	28	29	30	31	32	33	34		
5	170	12	350	28	.....	1,600	2	700	\$1,500	\$1,700	\$550	127
3	325	0	0	16	6,745	1,500	8	4,500	2,250	2,000	.....	128
12	.....	.....	.....	12	1,525	45	.....	.....	.....	1,100	.....	129
3	76	.....	.....	14	1,100	75	.....	.....	250	1,300	600	130
40	966	39	1,477	72	44,053	13,000	1	470	2,500	2,272	.....	131
2	55	0	0	3	1,200	500	0	0	.....	900	.....	132
3	51	0	0	7	1,580	0	.....	.....	1,000	1,500	.....	133
3	95	.....	.....	.....	.....	415	.....	.....	.....	1,600	.....	134
4	122	.....	.....	.....	.....	70	.....	.....	1,390	1,100	.....	135
4	150	.....	.....	.....	.....	20	.....	.....	.....	1,300	.....	136
2	72	.....	.....	.....	.....	.....	.....	.....	.....	1,000	.....	137
105	2,561	137	3,626	159	59,558	7,050	.....	.....	4,200	.....	.....	138
4	222	.....	.....	.....	.....	20	.....	.....	.....	1,800	.....	139
.....	.....	.....	.....	.....	.....	200	.....	.....	2,500	2,700	.....	140
18	561	16	354	37	.....	1,270	.....	.....	2,700	2,800	.....	141
7	230	8	150	13	4,600	500	1	500	2,400	2,200	.....	142
4	94	.....	.....	.....	.....	1,000	.....	.....	1,300	.....	.....	143
3	104	6	130	12	1,800	20	.....	.....	1,600	1,600	550	144
3	95	.....	.....	11	1,300	.....	0	0	.....	1,400	400	145
4	125	4	60	13	1,300	35	2	200	1,800	.....	.....	146
3	66	.....	.....	6	1,300	.....	.....	.....	.....	1,250	460	147
9	361	41	1,312	42	10,245	1,200	1	520	2,000	2,700	.....	148
7	294	17	157	19	3,050	400	0	0	2,000	1,850	.....	149
5	98	.....	.....	.....	.....	.....	.....	.....	2,650	.....	.....	150
3	90	0	0	10	1,320	75	1	200	.....	1,300	650	151
7	233	.....	.....	22	4,436	89	.....	.....	2,200	2,000	.....	152
2	115	0	0	16	.....	40	1	20	.....	1,550	.....	153
6	157	10	165	28	4,294	45	1	250	2,000	1,900	.....	154
5	149	29	806	14	3,262	2,539	.....	.....	1,900	1,900	.....	155
4	145	.....	.....	.....	.....	.....	.....	.....	.....	1,800	.....	156
9	358	25	384	20	5,200	1,504	1	.....	2,200	2,000	.....	157
.....	.....	0	0	72	900	.....	0	0	.....	1,500	1,500	158
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,200	600	159
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,200	.....	160
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,200	.....	161
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000	500	162
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,650	.....	163
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,200	.....	164
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,700	.....	165
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,200	450	166
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,700	.....	167
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	800	500	168
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000	.....	169
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,900	.....	170
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,500	.....	171
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,800	.....	172
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,700	700	173
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,350	490	174
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000	.....	175
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,400	600	176
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,500	520	177
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,500	.....	178
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,400	.....	179
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,260	.....	180
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	181
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,400	883	182
.....	1,400	1,050	550	183
.....	1,700	700	500	184
.....	2,700	185
.....	1,400	186
.....	1,050	187
.....	1,700	188
.....	2,000	189

b Average number belonging.

c In the grammar schools; in the high school, 194.

TABLE 14.—School statistics of cities and towns containing

	City or town.	Number of days public schools were taught.	Actual attendance in days of pupils of all grades.	Average number of pupils to each teacher.	Teachers in public schools.		
					Male.	Female.	Total.
	1	17	18	19	20	21	22
190	Waltham, Mass*.....				7	53	60
191	Ware, Mass.....				4	33	37
192	Watertown, Mass.....				4	29	33
193	Webster, Mass*.....				1	17	18
194	Westfield, Mass*.....				5	56	61
195	Weymouth, Mass.....	195	354, 510	41	7	46	53
196	Woburn, Mass.....	200			5	44	49
197	Worcester, Mass.....	187			23	254	277
198	Adrian, Mich.....	192	181, 196 $\frac{1}{2}$		2	30	32
199	Ann Arbor, Mich.....	190	292, 220		6	38	42
200	Battle Creek, Mich.....	194			2	35	37
201	Bay City, Mich.....	194	470, 575		2	67	69
202	Cold Water, Mich.....	194 $\frac{1}{2}$			3	20	23
203	Detroit, Mich*.....	196			14	301	315
204	East Saginaw, Mich.....	194	679, 000		11	73	84
205	Flint, Mich.....	194	269, 571		1	37	38
206	Grand Rapids, Mich.....	198			9	175	184
207	Jackson, Mich. { District No. 1	189			37	3	40
	{ District No. 17*	196			1	20	21
208	Kalamazoo, Mich.....	194	373, 821	38	3	57	60
209	Ludington, Mich.....	198			3	22	25
210	Marquette, Mich.....	195	182, 073		1	21	22
211	Menominee, Mich.....	200	342, 820	55	2	21	23
212	Muskegon, Mich*.....	197			4	58	62
213	Port Huron, Mich.....	196			1	34	35
214	Saginaw, Mich.....				3	43	46
215	West Bay City, Mich.....	195	263, 431	76	4	26	30
216	Duluth, Minn.....	196		40	3	33	36
217	Faribault, Minn.....				2	19	21
218	Mankato, Minn.....				4	19	23
219	Minneapolis, Minn.....	184	1, 807, 696	50	35	292	327
220	Red Wing, Minn.....				1	22	23
221	Rochester, Minn.....					24	24
222	St. Paul, Minn.....	197		58	28	242	270
223	Stillwater, Minn.....	180			2	34	36
224	Winona, Minn.....				3	44	47
225	Natchez, Miss.....	180		49	2	21	23
226	Vicksburg, Miss.....	200			4	20	24
227	Carthage, Mo.....	179	193, 490		6	18	24
228	Hannibal, Mo.....	176		42	3	37	40
229	Jefferson City, Mo.....	176	130, 390				16
230	Kansas City, Mo*.....	180			19	128	147
231	St. Charles, Mo.....	197			3	5	8
232	St. Joseph, Mo.....	180			10	71	81
233	St. Louis, Mo.....	195	7, 211, 930	47	101	1, 025	1, 126
234	Sedalia, Mo*.....	179			4	40	44
235	Springfield, Mo.....	160	248, 415		7	20	27
236	Grand Island, Nebr.....	200	166, 314		2	21	23
237	Hastings, Nebr.....	175	124, 552		1	17	18
238	Lincoln, Nebr.....	169	362, 420	66	5	41	46
239	Omaha, Nebr.....	190	892, 994		5	133	138
240	Gold Hill, Nev.....	194		65	1	8	9
241	Virginia City, Nev.....	254		70	1	17	18
242	Claremont, N. H.....			33	1	21	22
243	Concord, N. Hb.....				5	66	71
244	Dover, N. H.....				3	39	42
245	Keene, N. Hb.....				3	38	41
246	Manchester, N. H.....	170	434, 245	636	6	68	74
247	Nashua, N. H*.....	165			8	63	71
248	Portsmouth, N. H.....	195		48	4	34	38
249	Rochester, N. Hb.....				3	46	49
250	Somersworth, N. H.....	180	106, 140		2	19	21
251	Atlantic, N. Jb.....				2	17	19

*From Report of the Commissioner of Education for year 1884-'85.

a Monthly salaries.

5,000 inhabitants and over, &c.—PART II—Continued.

High schools.		Evening schools.		Number of public-school buildings.	Number of sittings for study in all public schools.	Estimated enrolment in private and parochial schools.	Public-school libraries.		Annual salary of city superintendents.	Annual salary of high-school principal.	
Teachers.	Pupils.	Teachers.	Pupils.				Number of libraries.	Volumes in libraries.		Male.	Female.
23	24	25	26	27	28	29	30	31	32	33	34
				15	2,858	100			\$2,000	\$1,800	190
2	45					10				1,000	191
3	97					27				2,000	192
2	49					700				1,000	193
6		4		20		50				1,500	194
5	160	0	0	23	2,700	40	5	500	1,800	1,200	195
5	130	4	50	13	2,300	600			1,500	2,000	196
17	695	26	369	49	13,120	2,300		2,000	3,500	3,000	197
5	146			5	1,792	447	1	5,038	1,500	1,300	198
11	545			7	1,800	300	1	2,500	2,000	1,600	199
5	154	2	30	4	1,550	350	1	7,567	1,500	800	200
6	194	0	0	10	2,700	1,500	1	10,037	2,000	1,200	201
4	114			4					1,200	900	\$600
23	784			31	15,429	8,373			1,400	2,000	202
7	254	0	0	12	3,988	600	1	7,000	2,250	1,200	204
6	261	0	0	7	1,847	250	1	5,500	1,500	1,000	205
19	439	4	204	22	8,168	1,200	1	17,310	2,250	1,800	206
7	240			8	2,200		1	800	1,800	1,400	207
2			49	7	1,136				1,500		207
5	151	0	0	9	2,650	475	1	12,800	2,000	1,100	800
3	60			5	1,000		1	2,000	1,300		209
		0	0	5	1,139	90	1	1,463	1,650		210
3	58			6	983	200		200	1,400		650
				9	2,780				1,800		211
				8	1,850	800	1	1,390	1,500		750
3	84	0	0	7	2,100	500	1	5,000	1,800	1,000	213
5	158	0	0	7	2,100	500	1	5,000	1,800	1,000	214
2	31	0	0	8	1,750	290	3	11,500	1,500	600	450
3	70	0	0	7	1,520	400	1	700	2,200	750	750
				7	930			621	1,500		217
				4	1,000			800	1,600		218
25	541	35	1,480	23	12,704		1	5,846	3,600	2,300	219
	94			4	1,450			250	1,650		220
	83			4	1,200			100	1,500		221
22	529	30	1,362	26	12,770		24	10,000	3,500	3,000	222
4	70			6	1,800	250	2	700	2,000		1,000
	83			5	1,830			400			223
2	50			2	1,050	500			400	a87½	a40
0	0	0	0	3	1,800	700					226
2	112	0	0	5	1,300	65	1	530	1,100	900	227
				6	2,000	150			1,500	750	228
					884			150			229
				16	9,121				3,000		230
1	20	0	0	3		925	1	902	1,000	1,000	231
6	236			21	4,680	700			2,000	1,800	232
31	949	83	3,724	105	48,170	25,000			3,600	2,563	233
				9	2,340	300			1,400		234
3	191			4	1,680	500	1	200	1,800	1,000	800
2	53	0	0	3	720	35	1	60	1,500	800	236
2	84			4	850		1	300	1,320		a60
4	122	0	0	9	2,392		1	940	1,800	1,000	238
11	256	0	0	14	6,710	1,850	1	1,000	3,000	2,200	239
2	70			3	145					a169	a110
2	46			3	400	160	1	180		a155	a100
4	93	0	0	22		25	0	0		1,500	500
				30					1,200		243
5	149	2	95	18		600	0	0	1,600	1,600	244
				20							245
6	192	17	245	23	3,750	3,400	1		1,800	2,000	246
5	175	17	416	17	2,354	511			1,000	2,200	247
4	123			13	1,677	150	1	500	1,500	1,800	900
				25							249
3	69			8						1,200	480
				4	1,150	125					251

b These statistics are for the year 1884-'85.

c In day-schools only.

TABLE 14.—School statistics of cities and towns containing

	City or town.	Number of days public schools were taught.	Actual attendance in days of pupils of all grades.	Average number of pupils to each teacher.	Teachers in public schools.		
					Male.	Female.	Total.
	1	17	18	19	20	21	22
252	Bridgeton, N. J. a				4	26	30
253	Camden, N. J.	188			7	121	128
254	Elizabeth, N. J.	197			4	57	61
255	Gloucester City, N. J.	200	119, 600		1	10	11
256	Harrison, N. J.	210			6	3	9
257	Hoboken, N. J.						116
258	Jersey City, N. J.	200			17	339	356
259	Millville, N. J. a				6	31	37
260	Morristown, N. J. a				2	16	18
261	Newark, N. J.	201		48	59	333	442
262	New Brunswick, N. J.	192		56	4	47	51
263	Orange, N. J.	198			2	33	35
264	Passaic, N. J. a				1	24	25
265	Paterson, N. J.	200			d11	d157	d168
266	Perth Amboy, N. J.	205	94, 829		1	9	10
267	Phillipsburgh, N. J.	200	279, 200	59	3	30	33
268	Plainfield, N. J.	195			1	26	27
269	Rahway, N. J.				4	17	21
270	Salem, N. J. a				3	17	20
271	Trenton, N. J. a				4	74	78
272	Albany, N. Y.	189	1, 827, 703	41	23	290	253
273	Auburn, N. Y.	193	578, 439		3	82	85
274	Binghamton, N. Y.	196	551, 036	46	6	76	82
275	Brooklyn, N. Y.		12, 975, 924		72	1, 638	1, 710
276	Buffalo, N. Y.	195	3, 557, 037	52	43	540	583
277	Cohoes, N. Y.	196	338, 033	55	4	56	60
278	Cortland, N. Y.	192	77, 561	70		10	10
279	Dunkirk, N. Y.	186	191, 681	34		40	40
280	Elmira, N. Y.	194	594, 340	43	5	75	80
281	Gloversville, N. Y.	193	198, 336		1	23	24
282	Hoosick Falls, N. Y.	189			3	24	27
283	Hornellsville, N. Y.	198	246, 451		2	31	33
284	Hudson, N. Y.	198	163, 152	62	3	21	24
285	Ithaca, N. Y.	196	260, 457		2	32	34
286	Jamestown, N. Y.	201	327, 317	50	3	52	55
287	Kingston, N. Y. (two fifths of city)*	196			7	26	33
288	Lansingburgh, N. Y.	151	194, 991	50	1	29	30
289	Little Falls, N. Y.	198	153, 339		4	19	23
290	Lockport, N. Y.	195	334, 652	51	3	47	50
291	Long Island City, N. Y.*	202			2	66	68
292	Newburgh, N. Y.*	206			5	66	71
293	New York, N. Y.	198	30, 421, 314		230	3, 768	3, 998
294	Ogdensburgh, N. Y.		234, 109		6	30	36
295	Oswego, N. Y.*	197			2	65	67
296	Port Jervis, N. Y.	194	261, 586	41	2	32	34
297	Poughkeepsie, N. Y.	194	443, 018	41	2	65	67
298	Rochester, N. Y.	195	2, 094, 690		11	312	323
299	Rome, N. Y.	195	233, 058	56	3	30	33
300	Saratoga Springs, N. Y.	190	276, 685	51	5	37	42
301	Schenectady, N. Y.	191	305, 512	52	3	42	45
302	Sing Sing, N. Y.	196	143, 334	53		21	21
303	Syracuse, N. Y.	196	1, 568, 844		10	195	205
304	Troy, N. Y.	195	1, 200, 910		18	157	175
305	Utica, N. Y.	197	784, 494	41	7	147	154
306	Watertown, N. Y.		257, 702		4	47	51
307	West New Brighton, N. Y.	198	85, 536		2	13	15
308	Yonkers, N. Y.?	197			7	49	56
309	Charlotte, N. C.						30
310	Raleigh, N. C.						28
311	Wilmington, N. C.						22
312	Akron, Ohio	194	682, 127	54	6	76	82
313	Ashtabula, Ohio	185	107, 025	58		14	14

* From Report of the Commissioner of Education for year 1884-'85.

a These statistics are for the year 1884-'85.
b Average attendance.

5,000 inhabitants and over, &c.—PART II—Continued.

High schools.		Evening schools.		Number of public-school buildings.	Number of sittings for study in all public schools.	Estimated enrolment in private and parochial schools.	Public-school libraries.		Annual salary of city superintendents.	Annual salary of high-school principal.		
Teachers.	Pupils.	Teachers.	Pupils.				Number of libraries.	Volumes in libraries.		Male.	Female.	
23	24	25	26	27	28	29	30	31	32	33	34	
0	0	10	550	6	1,454	250					252	
9	690	9	6171	15	6,591	2,000	1	40	\$900		253	
2	68	4	170	4	2,602	2,013	3	1,246	600	\$1,625	254	
0	0	5	309	4	750	303	0	0		1,000	\$500	255
10	160		455	1	450	700	0	0				256
	404			6	4,216	1,496						257
				24	15,770		12	8,786	2,600	2,500		258
				12	1,680	50						259
				2	800	400						260
17	725	63	2,825	40	19,444	6,500	21	6,130	2,500	2,100		261
6	157	8	185	6	2,319	979	1	2,785	2,500	e155	e43	262
2	90	7	325	4	1,484	1,300	4	968	2,200			263
				4	1,100	360						264
8	240	46	1,189	13	7,060	1,500	11	4,200	2,000	1,800		265
0	0	0	0		500	512	1	100				266
3	80	0	0	6	1,747	150			1,350	750	500	267
4	170	0	0	4	1,296	450	1	1,000		1,300		268
0	0	0	0	4	1,157	50			60	900	300	269
				6	981	145						270
				14	3,394	1,555						271
21	622	0	0	24	12,293	5,000	1	6,460	2,500	3,000		272
9	349			13	3,783	1,200		1,000	2,000	2,000		273
6	204			8	3,816	545	1	5,305	2,000	2,000		274
				71	28,000	23,322						275
17	392	87	2,300	45	11,995	11,995	36	23,646	2,500	2,500		276
3	85	13	276	10	2,263	905	1	2,370	1,500	1,000		277
0	0	0	0	4	522	40	1	150	800			278
3	105			9	1,500	334	1	695	1,400		900	279
5	224	3	100	8	3,722	685	6	3,980	1,600	1,700		280
3	116			3	1,292		1	333	1,500		600	281
				3								282
5	179	0	0	4	1,850	300	3	382	1,700	e100	e60	283
2	67			3	1,574	640	1	926	800	1,350	500	284
6	308			6	1,841	375	1	1,779	2,000	1,200		285
13	381			8	2,134	60	1	2,509	1,800	1,200	360	286
7	226	0	0	5	1,600	316			1,400	2,500		287
				4	1,282	350	1	1,800	1,500			288
4	80			3	1,100	250	1	1,900	1,400	1,400	800	289
7	285	4	212	6		400	1	4,246	1,400	1,800	500	290
				7		385						291
				7		681						292
e30	f1,439	329	f8,266	134	168,926	46,000		33,258	7,500			293
				10		550		3,991				294
10	611			20	3,385	1,142			1,500	1,200		295
3	119			5	1,600	120	1	3,200	1,500	1,000		296
7	207			11	2,641	800	1	14,240	1,600	1,500	600	297
15	482			31	12,043	7,500	1	16,000	2,200	2,600	600	298
6	161	0	0	8	1,793	309	1	1,301	1,500	1,400	600	299
5	142	0	0	7	2,000	86	1	1,930	1,550	1,300		300
6	159			7	1,800	1,000	1	3,059	2,000	1,500		301
1	26			3	980	79	1	1,088	1,545		568	302
13	543			19	8,964	2,296	1	17,182	2,200	2,500		303
7	268			16	7,907	2,600	1	1,466	2,100	2,000		304
7	167	10	155	18	5,159	2,700	1	10,479	2,500	1,900		305
	216			9	2,145	200		4,069				306
				2	560	150	1	1,125	1,500			307
5	149	8	512	7	2,070	1,800			3,000	2,200		308
												309
												310
8	302			10	4,340	777		600	2,500	1,400	700	311
1	59	0	0	6	681		1	283	1,300		550	312
												313

e Monthly salaries.
d In day-schools only.

e In Female Normal College.
f Average daily attendance.

TABLE 14.—School statistics of cities and towns containing

	City or town.	Number of days public schools were taught.	Actual attendance in days of pupils of all grades.	Average number of pupils to each teacher.	Teachers in public schools.		
					Male.	Female.	Total.
	1	17	18	19	20	21	22
314	Bellaire, Ohio				5	26	31
315	Canton, Ohio	194			3	36	39
316	Chillicothe, Ohio	190	293, 550	44	5	43	48
317	Cincinnati, Ohio	200	5, 809, 200	46	133	617	750
318	Circleville, Ohio	200		48	2	30	32
319	Cleveland, Ohio	192	4, 530, 240		39	565	604
320	Columbus, Ohio	196	1, 568, 686	50	12	195	207
321	Dayton, Ohio	200		47	19	136	155
322	Defiance, Ohio					23	23
323	Delaware, Ohio					27	27
324	East Liverpool, Ohio	180		59	1	27	28
325	Elyria, Ohio	194	153, 260		1	20	21
326	Fremont, Ohio	190	195, 840		3	20	23
327	Galion, Ohio	190		65	4	16	20
328	Hamilton, Ohio	194		53	8	36	44
329	Ironton, Ohio	185		50	4	33	37
330	Lancaster, Ohio	185	168, 424	43	4	26	30
331	Lima, Ohio	186	185, 846	49	1	34	35
332	Mansfield, Ohio				2	46	48
333	Marietta, Ohio	185		46	3	23	26
334	Massillon, Ohio				1	28	29
335	Mount Vernon, Ohio	190	158, 840	47	5	20	25
336	Newark, Ohio	189	296, 352	53	5	41	46
337	Norwalk, Ohio	190	183, 160	47	2	27	29
338	Piqua, Ohio				2	21	23
339	Pomeroy, Ohio				5	19	24
340	Portsmouth, Ohio	186	335, 160	50	3	38	41
341	Salem, Ohio	188	139, 000	56	1	17	18
342	Sandusky, Ohio	192	441, 024	53	3	37	60
343	Springfield, Ohio				17	76	93
344	Stuebenville, Ohio	196½			7	42	49
345	Tiffin, Ohio	194	196, 328	39	3	29	32
346	Toledo, Ohio				8	175	183
347	Urbana, Ohio				7	13	20
348	Wooster, Ohio				2	26	28
349	Xenia, Ohio				5	27	32
350	Youngstown, Ohio				11	50	61
351	Zanesville, Ohio				9	62	71
352	Portland, Oreg.	199	596, 762		7	70	77
353	Allegheny, Pa.				21	218	239
354	Allentown, Pa.*	193			12	50	62
355	Altoona, Pa.	180		55	8	59	67
356	Ashland, Pa.	180	147, 600	67	4	16	20
357	Beaver Falls, Pa.	160		57	1	29	30
358	Bethlehem, Pa.	200		50	4	10	14
359	Bradford, Pa.	200			1	37	38
360	Bristol, Pa.					17	17
361	Carbondale, Pa.				6	20	26
362	Carlisle, Pa.	200		43	6	18	24
363	Chambersburgh, Pa.	180	231, 000	49	4	26	30
364	Chester, Pa.	190				51	51
365	Columbia, Pa.				2	27	29
366	Conshohocken, Pa.	200	118, 397	51	1	13	14
367	Corry, Pa.				1	23	24
368	Danville, Pa.				4	26	30
369	Dunmore, Pa.	180			2	20	22
370	Easton, Pa.	202	362, 515	45	13	41	54
371	Erie Pa*	195			6	110	116
372	Franklin, Pa.				4	23	27
373	Harrisburgh, Pa.	204		56	20	90	110
374	Hazleton, Pa.	180	243, 380		4	24	28
375	Johnstown, Pa*				7	26	33
376	Lancaster, Pa.	200		62	68	665	673

* From Report of the Commissioner of Education for year 1884-'85.

5,000 inhabitants and over, &c.—PART II—Continued.

High schools.		Evening schools.		Number of public-school buildings.	Number of sittings for study in all public schools.	Estimated enrolment in private and parochial schools.	Public-school libraries.		Annual salary of city superintendents.	Annual salary of high-school principal.		
Teachers.	Pupils.	Teachers.	Pupils.				Number of libraries.	Volumes in libraries.		Male.	Female.	
23	24	25	26	27	28	29	30	31	32	33	34	
.....	100	.....	.....	6	.....	.....	.....	.....	\$1,500	\$720	.....	314
3	92	1	37	8	.....	850	.....	.....	1,800	1,000	.....	315
4	149	0	0	5	1,997	400	.....	.....	2,000	1,300	.....	316
33	1,354	.....	.....	58	.....	16,728	.....	.....	3,500	2,600	.....	317
3	99	.....	.....	3	1,550	.....	1	400	1,800	.....	\$1,050	318
38	1,489	23	1,530	52	.....	.....	.....	.....	3,300	2,400	.....	319
15	520	0	0	28	9,723	2,309	2	12,000	3,000	2,400	.....	320
8	302	9	363	16	7,752	.....	.....	.....	2,500	2,000	.....	321
.....	63	.....	.....	6	.....	.....	.....	.....	1,300	700	.....	322
.....	56	.....	.....	7	.....	.....	.....	.....	1,600	807	.....	323
1	36	0	0	5	1,600	100	1	320	1,200	.....	.....	324
4	136	.....	.....	5	947	301	1	250	2,000	.....	.....	325
3	105	0	0	7	1,100	500	.....	.....	1,800	800	630	326
3	65	.....	.....	2	1,265	210	1	1,175	1,600	900	.....	327
2	164	0	0	5	2,300	1,100	1	200	1,850	1,000	850	328
4	120	.....	.....	6	2,000	.....	.....	.....	1,800	900	600	329
2	66	0	0	3	1,400	250	1	450	1,500	1,100	.....	330
4	109	.....	.....	3	1,750	360	1	200	1,500	1,000	.....	331
.....	124	.....	.....	8	.....	.....	.....	.....	1,800	900	.....	332
4	100	0	0	8	1,450	.....	1	500	1,500	700	.....	333
.....	69	.....	.....	6	.....	.....	.....	.....	1,800	900	.....	334
3	95	0	0	6	1,200	200	1	500	1,600	1,000	.....	335
5	230	.....	.....	7	2,533	269	1	30	1,800	1,000	.....	336
4	167	.....	.....	6	1,195	350	1	400	1,400	750	750	337
.....	66	.....	.....	5	.....	.....	.....	.....	2,000	900	.....	338
.....	50	.....	.....	6	.....	.....	.....	.....	900	700	.....	339
3	120	0	0	6	3,000	350	.....	.....	1,700	1,000	.....	340
2	61	0	0	2	900	0	0	0	1,600	1,000	850	341
4	142	.....	.....	9	3,006	1,025	1	2,000	2,500	.....	1,000	342
.....	129	.....	.....	15	.....	.....	.....	.....	2,000	1,300	.....	343
5	175	0	0	5	2,243	600	1	1,686	1,750	1,400	.....	344
3	137	0	0	5	1,400	700	1	350	1,800	.....	750	345
.....	244	.....	.....	25	.....	.....	.....	.....	3,000	1,600	.....	346
.....	.....	.....	.....	6	.....	.....	.....	.....	1,800	1,000	.....	347
.....	112	.....	.....	5	.....	.....	.....	.....	1,700	750	.....	348
.....	98	.....	.....	7	.....	.....	.....	.....	1,500	1,200	.....	349
.....	113	.....	.....	10	.....	.....	.....	.....	2,000	1,500	.....	350
.....	129	.....	.....	16	.....	.....	.....	.....	1,800	1,000	.....	351
6	227	0	0	6	3,200	625	1	600	2,000	2,000	2,000	352
.....	.....	.....	.....	.....	.....	.....	.....	.....	2,200	.....	.....	353
.....	.....	.....	.....	10	3,700	200	.....	.....	1,200	.....	.....	354
4	125	.....	.....	8	3,700	1,000	.....	.....	1,200	900	495	355
4	53	4	163	4	937	125	1	.....	1,200	765	.....	356
2	32	1	25	3	1,600	20	1	200	1,350	.....	500	357
1	43	.....	.....	2	800	350	1	100	1,020	650	.....	358
2	51	0	0	7	1,650	400	1	1,400	2,000	900	.....	359
.....	.....	.....	.....	3	.....	.....	.....	.....	500	.....	.....	360
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	361
4	181	0	0	8	1,100	.....	.....	.....	.....	.....	.....	362
3	87	0	0	5	1,500	100	1	300	800	700	700	363
3	89	.....	.....	10	2,356	500	.....	.....	1,200	.....	750	364
.....	.....	.....	.....	.....	.....	.....	.....	.....	1,400	.....	.....	365
1	28	.....	.....	3	820	500	1	700	1,400	1,200	.....	366
.....	.....	.....	.....	.....	.....	.....	.....	.....	1,350	.....	.....	367
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	368
2	60	.....	.....	9	1,200	60	1	40	1,100	660	650	369
10	119	.....	.....	10	2,758	.....	.....	.....	1,600	1,000	.....	370
7	207	2	124	18	4,500	2,500	.....	.....	2,200	2,000	.....	371
.....	.....	.....	.....	.....	.....	.....	.....	.....	1,600	.....	.....	372
10	350	0	0	22	6,230	600	3	1,000	1,500	1,000	950	373
3	72	.....	.....	5	.....	300	2	.....	1,400	630	.....	374
2	.....	.....	.....	9	.....	143	.....	.....	.....	.....	.....	375
7	361	8	400	21	4,365	1,000	9	200	1,500	1,200	750	376

a Monthly salaries.

b Exclusive of evening schools.

TABLE 14.—School statistics of cities and towns containing

	City or town.	Number of days public schools were taught.	Actual attendance in days of pupils of all grades.	Average number of pupils to each teacher.	Teachers in public schools.		
					Male.	Female.	Total.
	1	17	18	19	20	21	22
377	Lebanon, Pa*				8	25	33
378	Lock Haven, Pa.	160	152,048	49	6	20	26
379	McKeesport, Pa.	191		56	2	33	35
380	Mahanoj City, Pa.	180	207,360	60	3	21	24
381	Meadville, Pa*				1	36	37
382	New Castle, Pa.	160		53	3	32	35
383	Norristown, Pa.	200		50	4	43	47
384	Oil City, Pa.				3	30	33
385	Philadelphia, Pa.	206		43	90	2,251	2,341
386	Phoenixville, Pa.	180	199,960		2	26	28
387	Pittsburgh, Pa*				47	496	543
388	Pittston, Pa.				4	18	22
389	Plymouth, Pa.				6	14	20
390	Pottstown, Pa.				2	22	24
391	Pottsville, Pa.	200			7	44	51
392	Reading, Pa.	199		45	5	164	169
393	Scranton, Pa.				20	210	230
394	Shamokin, Pa.				8	28	36
395	Sharon, Pa.				2	21	23
396	Shenandoah, Pa.	180	289,266	65	5	34	39
397	Tamaqua, Pa.	200			2	15	17
398	Titusville, Pa.	170		54	1	32	33
399	West Chester, Pa.	190	114,057	47	0	24	24
400	Wilkesbarre, Pa.	182			17	71	88
401	Williamsport, Pa.	180	482,940	53	11	62	73
402	York, Pa*	183			16	44	60
403	Bristol, R. I.	193	155,086	46	3	21	24
404	Burrillville, R. I.				3	20	23
405	Cranston, R. I.				4	22	26
406	Cumberland, R. I.	200			4	21	25
407	East Providence, R. I.				1	34	35
408	Johnston, R. I.	189	130,400		5	22	27
409	Lincoln, R. I.				4	47	51
410	Newport, R. I.	200			6	39	45
411	Pawtucket, R. I.	200			7	64	71
412	Providence, R. I.	187	2,419,406	48	c21	c339	c360
413	South Kingstown, R. I.			30	10	20	30
414	Warwick, R. I.				10	32	42
415	Westerly, R. I.	220	190,740	34	5	27	32
416	Woonsocket, R. I.	195			3	34	37
417	Charleston, S. C.	196	886,508		10	91	101
418	Columbia, S. C.	176	152,601		6	17	23
419	Greenville, S. C.	110			4	11	15
420	Clarksville, Tenn.	195	157,850		3	12	15
421	Chatanooga, Tenn.	177	369,961		8	40	48
422	Knoxville, Tenn.	189	494,922		18	39	57
423	Memphis, Tenn.	167	451,845				83
424	Nashville, Tenn*	185			25	96	121
425	Union City, Tenn.	160	86,329		4	8	12
426	Austin, Tex.	170					46
427	Brenham, Tex.	190	115,350	67	3	15	18
428	Dallas, Tex.		149,500				21
429	Fort Worth, Tex.	180			8	31	39
430	Galveston, Tex.	170		46	16	68	84
431	Houston, Tex.	178	321,646		10	35	45
432	Marshall, Tex.		78,612				16
433	San Antonio, Tex.						61
434	Sherman, Tex.	200			2	14	16
435	Waco, Tex.	177		65	7	23	30
436	Ogden City, Utah.	195		90	4	11	15
437	Brattleborough, Vt.	175	130,858	40	2	37	39
438	Bennington, Vt.			33	3	27	30
439	Burlington, Vt.		169,311		6	37	43

* From Report of the Commissioner of Education for year 1884-'85.

5,000 inhabitants and over, &c.—PART II—Continued.

High schools.		Evening schools.		Number of public-school buildings.	Number of sittings for study in all public schools.	Estimated enrolment in private and parochial schools.	Public-school libraries.		Annual salary of city superintendents.	Annual salary of high-school principal.	
Teachers.	Pupils.	Teachers.	Pupils.				Number of libraries.	Volumes in libraries.		Male.	Female.
23	24	25	26	27	28	29	30	31	32	33	34
				9		375			\$500	\$765	\$680 377
4	107	0	0	4	1,620	150	1	100	1,100	1,100	600 378
2	65			4	1,750	200			1,200	785	450 379
2	76			3	1,540	1,600	1	420	1,200	765	580 380
3	128			5		300			1,350		600 381
3	70			4	1,960	350	1	300	1,000	600	550 382
3	99	0	0	5	2,370	400	1	300	1,400	1,400	550 383
									2,000		384
54	2,026	3001	5,269	202	117,550	25,000	6	4,000	5,000	2,400	385
2	48	0	0	4	27	10					386
21	615			58			1	600	a1,200		387
									675		388
											389
3	108	1	45	11	2,250	200	2	1,200	1,700	1,500	391
11	352	0	0	26	8,300	1,200	0	0	2,000	1,400	1,000 392
									1,850		393
									1,200		394
									1,400		395
4	73			6	2,746	116	1	1,200	1,500	685	660 396
2	100	0	0	3	1,100	0			1,000	670	642 397
3	95	0	0	4	1,632		0	0	1,800		655 398
3	72	0	0	5	880	400	1	850	a1,300		399
4	89	8		17		1,300	3	400			400
5	154	0	0	13	3,598	1,100	1	1,500	1,400	1,075	675 401
	86			14	2,750	300			1,300	1,050	402
2	47			7	1,060	65	1	100	500	1,200	500 403
						12					404
				10		150					405
0	0	10	260	15	850	240	0	0	265		406
				14		107					407
1	40	0	0	16	1,286	30	12	370	150	900	408
		9	463	15		420					409
5	133	9	200	11	2,340	845	2	575	3,000	3,500	410
6	133	33	765	21	3,839	531	57	2,039	2,000	1,500	411
24	655	148	2,287	56		4,001			3,500	2,500	1,800 412
2	40	0	0	23	1,100	0	23	600	425	1,000	413
				13		66					414
3	75	0	0	16	1,200	10	1	800	200	1,025	475 415
3	81	16	236	15	2,081	1,277	0	0	500	1,400	600 416
10	276	0	0	6	4,500	3,080	1	150	2,500	1,750	1,500 417
				3	1,017	200	1	300	1,500		418
				5		500					419
2	60			2	875	200	1	600	1,350	660	650 420
3	102	0	0	6		600			1,800	6150	6100 421
5	105			8	1,875	250			1,500	665	665 422
6	182			12	3,712				1,800		800 423
8	338			13	5,350	600			2,200		424
2	49			3	850	45	1	413	1,000	700	425
4	97	0	0	13	2,070	500			1,800	1,200	750 426
2	72			3		65	1	200	1,200	697	690 427
											428
3	60			9	1,600	200			2,000	810	810 429
5	200			10	4,000	1,000			2,400	1,500	430
3	65	0	0	13	2,200	450	1	100	2,000	1,500	431
											432
											433
				3	1,320	620			1,200		434
1	22			6		500	1	40	1,500	675	435
				6		500	1	300			436
4				17		209	1			1,500	450 437
2	48	0	0	15	1,300		0	0	1,500	1,100	438
	194					1,000					439

a City superintendent is also principal of high school.

b Monthly salaries.

c In day-schools only.

TABLE 14.—*School statistics of cities and towns containing*

	City or town.	Number of days public schools were taught.	Actual attendance in days of pupils of all grades.	Average number of pupils to each teacher.	Teachers in public schools.		
					Male.	Female.	Total.
	1	17	18	19	20	21	22
440	Rutland, Vt.....		306, 581		6	69	75
441	St. Albans, Vt.....		150, 000		2	22	24
442	St. Johnsbury, Vt.....		116, 523			52	52
443	Alexandria, Va.....	203	265, 321		7	19	26
444	Danville, Va.....				8	18	26
445	Fredericksburgh, Va.....				2	9	11
446	Lynchburgh, Va.....	194					42
447	Manchester, Va.....				5	6	11
448	Norfolk, Va*.....	188			6	22	28
449	Petersburgh, Va.....	185			2	41	43
450	Portsmouth, Va.....	201			4	15	19
451	Richmond, Va.....	200			25	145	170
452	Staunton, Va.....				8	12	20
453	Seattle, Wash.....	175			5	19	24
454	Tacoma, Wash.....	196		50	1	18	19
455	Parkersburgh, W. Va.....	200	248, 458	56	11	25	36
456	Wheeling, W. Va.....	197		45	6	102	108
457	Appleton, Wis.....	180	300, 812		5	38	43
458	Eau Claire, Wis.....	180	312, 414	60	8	41	49
459	Fond du Lac, Wis.....	200	318, 400	50	2	42	44
460	Green Bay, Wis.....	200	184, 852	58	1	21	22
461	Janesville, Wis*.....	186			1	34	35
462	Kenosha, Wis.....	190	81, 757		2	13	15
463	La Crosse, Wis.....	200	488, 644	51	8	60	68
464	Madison, Wis.....	185	277, 480		2	36	38
465	Milwaukee, Wis.....	194	2, 805, 866		57	287	344
466	Oconto, Wis.....	200	116, 295		4	12	16
467	Oshkosh, Wis.....	200			8	55	63
468	Racine, Wis.....	200	438, 414	53	8	49	57
469	Sheboygan, Wis.....	200	199, 983		2	22	24
470	Watertown, Wis.....	200	170, 169		2	22	24
471	Wausau, Wis.....	180	172, 891	67	1	23	24

* From Report of the Commissioner of Education for year 1884-'85.

5,000 inhabitants and over, &c.—PART II—Continued.

High schools.		Evening schools.		Number of public-school buildings.	Number of sittings for study in all public schools.	Estimated enrolment in private and parochial schools.	Public-school libraries.		Annual salary of city superintendents.	Annual salary of high-school principal.	
Teachers.	Pupils.	Teachers.	Pupils.				Number of libraries.	Volumes in libraries.		Male.	Female.
23	24	25	26	27	28	29	30	31	32	33	34
.....	80	.....	.....	20	.....	550	.....	.....	.....	.....	440
.....	84	.....	.....	.....	15	750	.....	.....	.....	.....	441
.....	.....	.....	.....	.....	.....	365	.....	.....	.....	.....	442
0	0	0	0	5	1,450	650	2	300	\$380	.....	443
.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	444
4	152	.....	.....	3	2,700	400	.....	.....	1,470	.....	445
.....	.....	.....	.....	7	.....	.....	.....	.....	.....	.....	446
.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	447
5	215	0	0	10	2,345	650	1	300	1,620	α\$80	α\$80
2	.....	.....	.....	3	1,500	819	.....	.....	720	900	449
28	718	.....	.....	16	7,630	2,285	.....	.....	2,000	.....	450
.....	.....	.....	.....	4	.....	.....	.....	.....	.....	.....	451
.....	.....	.....	.....	4	1,275	250	2	300	300	1,300	452
3	67	.....	.....	4	900	129	.....	.....	1,700	.....	453
2	35	.....	.....	4	2,000	125	.....	.....	1,350	708	454
3	100	0	0	7	5,000	800	7	700	1,600	1,100	1,100
.....	.....	.....	.....	11	2,600	613	3	965	425	1,400	600
5	121	0	0	8	2,450	.....	3	509	.....	1,430	457
7	100	0	0	12	2,800	500	1	318	400	1,200	458
4	81	.....	.....	10	1,150	600	.....	.....	250	1,500	459
3	65	2	120	6	1,605	300	.....	.....	1,500	1,500	460
.....	.....	.....	.....	11	700	.....	.....	.....	200	.....	461
3	87	.....	.....	4	3,143	1,000	6	500	2,000	1,200	462
6	171	.....	.....	12	1,650	.....	9	750	2,000	1,000	463
12	289	0	0	9	17,889	14,381	.....	.....	3,000	2,250	464
11	330	56	2,022	29	906	200	1	300	600	1,000	465
1	50	1	.....	5	3,500	1,800	1	200	200	1,750	600
5	113	4	35	10	2,900	877	1	1,000	1,200	1,700	600
4	133	.....	.....	7	835	1	546	300	300	1,400	468
3	79	0	0	5	1,200	908	.....	755	1,600	.....	469
4	191	.....	.....	5	500	.....	1	200	200	1,200	470
2	55	.....	.....	8	.....	.....	.....	.....	.....	450	471

α Monthly salaries.

TABLE 14.—School statistics of cities and towns containing 5,000 inhabitants and over, for

	City or town.	Estimated real value of property used for school purposes.					Balance on hand from last school year.
		Grounds or sites.	Buildings.	Furniture.	Apparatus and libraries.	Total.	
	1	35	36	37	38	39	40
1	Birmingham, Ala.	\$80,000	\$33,000	\$5,000	\$2,000	\$123,000	
2	Huntsville, Ala.	4,000	11,000	600	200	15,800	
3	Mobile, Ala.		75,000		23,000	97,000	
4	Montgomery, Ala.	19,000	30,000	2,500	400	51,900	0
5	Selma, Ala.						
6	Little Rock, Ark.	60,287	75,400	6,500	5,000	147,187	\$31,284
7	Alameda, Cal.	42,000	33,000	5,000	600	80,600	10,492
8	Los Angeles, Cal.	60,000	115,000	18,000	2,000	195,000	1,162
9	Marysville, Cal.		(16,000)		1,600	17,600	932
10	Oakland, Cal.*	126,225	(285,275)		7,950	419,450	17,067
11	Sacramento, Cal.						845
12	San Francisco, Cal.	1,930,000	1,017,000	205,000	37,000	3,189,000	
13	San José, Cal.	55,500	90,000	10,500	2,500	158,500	19,523
14	Vallejo, Cal.		(40,000)		2,125	42,125	2,100
15	Leadville, Colo.	20,000	120,000	7,500	1,200	148,700	
16	South Pueblo, Colo.	3,000	60,000	2,000	500	65,500	132
17	Bridgeport, Conn.					306,000	
18	Bristol, Conn.	5,000	40,000	2,500	400	47,900	
19	Danbury, Conn.	(134,900)				c134,900	
20	Derby, Conn.	(112,000)				c112,000	
21	Enfield, Conn.	(44,850)				c44,850	
22	Greenwich, Conn.						
23	Groton, Conn.	(23,230)				c23,230	
24	Hartford, Conn.	(1,073,100)				a1,073,100	
25	Killingly, Conn.	(50,700)				c50,700	
26	Manchester, Conn.	2,000	75,000	3,500	500	81,000	
27	Middletown, Conn.	52,500	217,000	22,000	600	292,100	
28	Middletown, Conn.	(40,000)				c40,000	
29	Naugatuck, Conn.						
30	New Britain, Conn.	(165,000)				c165,000	
31	New Haven, Conn.					750,000	
32	New London, Conn.	(60,000)				c60,000	
33	Norwalk, Conn.*	(83,629)			565	84,194	0
34	Norwich, Conn.	20,000	70,000	7,000	1,550	98,550	
35	Southington, Conn.	(65,400)				c65,400	
36	Stanford, Conn.	(84,400)				c84,400	
37	Stonington, Conn.	(26,050)				c26,050	
38	Thompson, Conn.	4,000	11,400	300	300	16,000	
39	Vernon, Conn.					50,000	
40	Waterbury, Conn.	(350,000)				c350,000	
41	Winchester, Conn.	2,000	32,000	800	200	35,000	0
42	Windham, Conn.	(44,400)				c44,400	
43	Sioux Falls, Dak.						
44	Wilmington, Del.	(364,660)		(34,000)		398,660	2,081
45	Atlanta, Ga.	75,000	125,000	20,000	2,500	222,500	
46	Augusta, Ga.	30,000	50,000	10,000		90,000	16,720
47	Columbus, Ga.	16,000	22,000	2,500		40,500	
48	Macon, Ga.	(61,500)		3,750	500	65,750	
49	Savannah, Ga.	50,000	150,000	5,000	1,000	206,000	3,586
50	Aurora, Ill., District No. 5		(145,000)		3,000	148,000	11,651
51	Belleville, Ill.	30,000	65,000	4,800	2,000	101,800	20,303
52	Bloomington, Ill.*	(225,000)		18,700	1,500	245,200	21,109
53	Cairo, Ill.	2,000	85,000	2,375	1,000	90,375	1,137
54	Chicago, Ill.	1,214,000	3,650,000	205,000	50,000	5,119,000	
55	Danville, Ill.*	17,300	84,700	12,500	1,300	115,500	1,979
56	Decatur, Ill.		(125,000)		2,500	127,500	12,934
57	East Saint Louis, Ill.	10,000	36,300	2,500	500	49,300	1,632
58	Elgin, Ill.*	21,800	59,500	6,250	700	88,250	3,947
59	Freeport, Ill.	13,000	78,000	3,800	400	95,200	3,976
60	Galena, Ill.	1,000	12,000	1,500	1,200	15,700	2,046

* From Report of the Commissioner of Education for year 1884-85.

a City appropriation and bonds.

b Value of apparatus only.

c Total of items reported.

d From county and city.

e Includes pay of janitors and cost of fuel.

f From State and county.

1885-'86; from replies to inquiries by the United States Bureau of Education—PART III.

Receipts.					Expenditures.					
Amount received from interest on permanent fund.	Amount received from taxation.		Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Permanent.				
	State.	Local.				Sites and build-ings.	Furniture and ap-paratus.	Libraries.	Repairs.	
41	42	43	44	45	46	47	48	49	50	
.....	\$1,350	α\$40,000	\$5,000	.....	\$46,350	\$26,000	\$1,500	.....	\$2,500	1
.....	2,343	1,200	.....	.....	3,543	.....	.....	.....	.....	2
.....	3,540	13,500	4,000	\$1,000	22,040	.....	500	.....	.....	3
.....	8,079	35,731	17	200	44,027	7,421	6,350	\$200	1,200	4
.....	14,318	δ19,161	.....	.....	33,479	.....	663	50	746	5
.....	40,179	δ35,428	.....	63,196	138,803	(24,087)	.....	58	ε14,179	6
.....	3,583	4,960	16	2,189	10,748	.....	.....	20	500	7
.....	f106,050	57,702	1,547	.....	165,299	17,109	2,661	738	3,858	8
.....	40,025	44,106	210	73	84,414	.....	1,252	.....	5,466	9
.....	521,249	271,285	.....	23,641	816,175	7,822	7,275	1,669	15,877	10
.....	26,083	δ24,004	658	16	50,761	798	392	272	768	11
.....	f18,408	.....	.....	.....	18,408	545	.....	150	500	12
.....	.....	20,017	.....	.....	20,017	.....	.....	.....	.....	13
.....	6,472	10,543	.....	1,001	18,016	855	.....	.....	.....	14
.....	\$7,210	13,332	704	.....	81,412	.....	752	259	4,420	15
.....	1,102	1,911	50	244	20,266	.....	(309)	.....	909	16
.....	.....	.....	.....	.....	35,814	21,189	.....	8	1,959	17
.....	.....	.....	.....	.....	47,927	.....	.....	g752	3,179	18
.....	.....	.....	.....	.....	15,193	642	.....	g156	632	19
.....	.....	.....	.....	.....	8,660	.....	.....	.....	345	20
.....	.....	.....	.....	.....	371,334	111,874	.....	g2,647	9,900	21
.....	.....	.....	.....	.....	15,406	.....	.....	g160	853	22
.....	242	h3,791	7,884	38	2,325	.....	138	200	400	23
.....	253	11,605	34,762	36	.....	15,000	1,000	900	350	24
.....	.....	.....	.....	.....	20,565	.....	.....	g109	1,868	25
.....	2,504	7,006	.....	16	9,526	.....	.....	.....	.....	26
.....	.....	.....	.....	.....	30,783	.....	.....	276	1,827	27
.....	2,156	39,119	194,144	1,765	17,034	254,218	18,954	(1,789)	5,286	28
.....	.....	.....	.....	.....	27,048	.....	.....	.....	5,722	29
.....	67	.....	32,062	192	10,847	43,168	.....	g210	141	30
.....	.....	2,000	25,447	607	69	28,123	.....	125	1,997	31
.....	.....	.....	.....	.....	.....	14,340	.....	g33	436	32
.....	.....	.....	.....	.....	.....	25,889	.....	g13	.....	33
.....	.....	.....	.....	.....	.....	13,156	.....	g83	341	34
.....	187	2,068	3,194	.....	1,033	6,482	.....	800	338	35
.....	186	3,971	9,498	.....	194	13,849	.....	.....	341	36
.....	.....	.....	.....	.....	.....	77,051	.....	.....	.....	37
.....	2,948	0	17,655	0	1,294	21,897	13,954	g462	3,508	38
.....	.....	.....	.....	.....	.....	22,125	16,133	89	289	39
.....	.....	.....	.....	.....	.....	.....	406	g323	1,506	40
.....	8,249	0	110,000	0	412	118,661	26,489	5,953	0	41
.....	.....	16,600	45,058	0	0	61,658	2,478	1,686	.....	42
.....	.....	7,038	41,000	1,657	1,741	51,436	7,000	1,500	.....	43
.....	.....	.....	15,464	2,491	.....	17,953	.....	.....	1,000	44
.....	.....	.....	12,500	220	1,000	15,970	.....	.....	562	45
.....	1,000	2,250	35,000	5,000	.....	c49,056	2,734	610	200	46
.....	.....	3,120	25,712	120	26	28,978	.....	446	170	47
.....	.....	4,481	33,149	237	.....	37,867	0	405	ε200	48
.....	541	6,755	46,748	145	295	54,484	5,795	766	100	49
.....	.....	3,140	10,000	.....	.....	13,140	.....	150	453	50
.....	197,340	134,253	1,758,052	1,154	1,153	2,091,952	610,000	45,500	3,526	51
.....	.....	22,186	31,944	.....	m16,450	50,580	2,725	480	.....	52
.....	0	4,401	34,387	0	707	39,495	2,528	825	0	53
.....	.....	4,037	21,199	.....	1,039	26,275	.....	606	.....	54
.....	41	3,899	32,341	.....	12,424	48,705	21,190	2,207	15	55
.....	129	3,029	22,483	295	15,205	41,141	8,131	195	.....	56
.....	177	2,158	13,819	.....	59	16,213	142	176	200	57
.....	.....	.....	.....	.....	.....	.....	.....	.....	638	58
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	59
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	60

g Libraries and apparatus.

h From taxation and appropriation.

i Including loans.

j Debt and interest.

k Not paid from school fund.

l State appropriation.

m From sale of bonds.

TABLE 14.—School statistics of cities and towns containing

	City or town.	Estimated real value of property used for school purposes.					Balance on hand from last school year.
		Grounds or sites.	Buildings.	Furniture.	Apparatus and libraries.	Total.	
	1	35	36	37	38	39	40
61	Galesburgh, Ill.....					\$200,000	\$3,897
62	Jacksonville, Ill.....	\$100,000	\$72,000	\$10,000	\$350	122,350	13,417
63	Joilet, Ill.....	19,600	107,000	10,200	300	137,100	
64	Kankakee, Ill.....	5,000	60,000	4,000	5,000	74,000	
65	Lincoln, Ill.....	10,000	60,000	1,200	550	71,750	993
66	Moline, Ill.....	10,424	75,000	3,976	1,400	90,800	11,689
67	Monmouth, Ill.....	8,000	25,000	500	200	33,700	3,217
68	Ottawa, Ill*.....	(60,000)				60,000	9,429
69	Peoria, Ill.....	50,000	250,000	25,000	5,000	330,000	
70	Peru, Ill.....	2,000	20,000	5,000	500	27,500	1,417
71	Quincy, Ill.....	70,000	120,000	10,000	1,640	201,640	547
72	Rockford, Ill.....	11,800	143,000	8,700	2,300	167,800	
73	Rock Island, Ill.....	25,000	60,000	5,000	1,200	91,200	1,090
74	Springfield, Ill*.....	30,000	120,000	10,000	2,000	162,000	429
75	Streator, Ill.....		(103,976)		1,535	105,511	12,315
76	Crawfordsville, Ind.....	25,000	75,000	5,000		105,000	11,463
77	Evansville, Ind.....	95,000	325,000	12,000	700	432,700	
78	Fort Wayne, Ind.....	57,650	141,000	10,300	5,000	213,950	114,256
79	Indianapolis, Ind.....	217,800	562,000	90,000	35,000	904,800	17,262
80	Jeffersonville, Ind.....	11,000	58,000	3,450	250	72,700	13,959
81	La Fayette, Ind.....	50,000	80,000	20,000	10,000	160,000	22,291
82	La Porte, Ind.....						
83	Lawrenceburgh, Ind.....	8,000	25,000	5,000	3,000	41,000	8,000
84	Logansport, Ind.....		(148,000)		500	148,500	8,870
85	Michigan City, Ind.....	10,700	40,000	3,500	1,000	55,200	12,665
86	Pern, Ind.....	1,400	40,000	4,000	500	45,900	13,511
87	Richmond, Ind.....	40,000	160,000	6,000	4,000	210,000	42,793
88	Seymour, Ind.....	7,000	40,000	3,000	500	50,500	13,811
89	South Bend, Ind.....		(158,400)		2,000	160,400	37,359
90	Terre Haute, Ind.....		224,644		8,311	232,955	44,312
91	Vincennes, Ind.....					50,500	
92	Washington, Ind.....	3,000	45,000			48,000	
93	Burlington, Iowa.....					350,000	155
94	Council Bluffs, Iowa.....	43,800	175,500	17,600	3,150	240,050	23,312
95	Davenport, Iowa.....	64,000	210,000	26,000	2,000	302,000	7,941
96	Des Moines (west side), Iowa*.....	65,000	200,000	5,000		270,000	13,744
97	Dubuque, Iowa.....					210,000	926
98	Keokuk, Iowa.....	20,000	100,000	10,000	1,500	131,500	
99	Lyons, Iowa.....	8,000	35,000	4,000	300	47,300	3,678
100	Marshalltown, Iowa.....	20,000	100,000	12,000	1,000	133,000	4,124
101	Muscataine, Iowa.....	12,500	60,000	5,000	1,000	78,500	
102	Oskaloosa, Iowa.....		(100,000)		600	100,600	336
103	Ottumwa, Iowa.....	18,000	98,000	2,800	1,000	119,800	
104	Waterloo, Iowa.....	12,000	60,000	1,500	1,700	75,200	2,373
105	Emporia, Kans.....	18,850	64,303	7,832	800	91,755	
106	Fort Scott, Kans.....	15,000	57,000	7,000		79,000	
107	Lawrence, Kans.....						8,618
108	Leavenworth, Kans.....	35,000	140,000	16,000	2,500	193,500	7,448
109	Ottawa, Kans.....	5,000	50,000	7,200		62,200	4,500
110	Wellington, Kans.....	6,000	26,000	6,550	550	39,100	2,224
111	Covington, Ky.....	90,000	100,000	10,000	1,000	201,000	
112	Louisville Ky.....	216,175		(693,349)		915,524	4,671
113	Newport, Ky.....	20,000	80,000	5,000	1,000	106,000	1,460
114	Owensborough, Ky.....	30,000	17,000	1,100	350	48,450	3,910
115	New Orleans, La.....	200,000	500,000	60,000	1,000	761,000	
116	Auburn, Me*.....					89,000	
117	Augusta, Me.....	3,000	45,000	2,500	2,000	52,500	445
118	Bangor, Me.....						
119	Bath, Me.....					100,000	
120	Belfast, Me.....					12,000	
121	Biddeford, Me.....	12,000	85,000	5,000	1,500	103,500	0
122	Brunswick, Me.....					35,000	

* From Report of the Commissioner of Education for year 1884-'85.

5,000 inhabitants and over, &c.—PART III—Continued.

Receipts.						Expenditures.				
Amount received from interest on permanent fund.	Amount received from taxation.		Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Permanent.				
	State.	Local.				Sites and build-ings.	Furniture and ap- paratus.	Libraries.	Repairs.	
41	42	43	44	45	46	47	48	49	50	
\$581	\$4,467	\$22,122			\$27,170				\$1,668	61
	19,828	412	\$200	\$1,653	22,093	\$649			1,735	62
5,682	42,757				48,419	7,070	\$1,925		3,206	63
	2,275	13,500	434		16,209	1,200	400	\$50	10	64
	2,491	11,764	38	315	14,608	0	0		224	65
	2,544	30,490	139	10,331	43,504	500	1,116	86	2,705	66
	1,666	15,168			14,834	250			100	67
	2,560	14,270	25		16,861	0		30	1,666	68
1,807	9,956	73,286		3,492	88,541	1,400	1,072		6,952	69
	1,750	9,518	391	14	11,673	0	42		672	70
	10,167	36,211		229	46,607	6750			4,048	71
0	5,202	43,639	180	1,281	50,302	2,953	701	429	1,663	72
	3,609	28,073	275	100	32,057		675		1,593	73
	8,158	55,563	635	59	64,415	10,199	877	0	5,750	74
101	3,609	22,597	226	35	26,628	1,837	570	25	558	75
	6,514	10,540	123		17,177		(2,620)			76
										77
2,502	38,927	29,181		10,959	81,569	3,925	746	224	1,220	78
	137,191	6,076	502	1,897	145,666	937	460	16,338	7,017	79
1,265	8,178	12,472	30	1,728	23,673		105		254	80
	19,412			25,499	44,911		(3,263)			81
					10,000					82
					22,174				500	84
9,857		5,979	6		15,842		350	50	1,990	85
	7,079	3,205	81	5,581	15,946		390	30	600	86
	(95,853)		240	261	96,354		(21,450)			87
192	4,826	3,581	73	416	9,088	7,000	500		1,000	88
18,907		15,961	227	3,511	38,606	10,128	802	50	518	89
	46,372	34,959	96	1,699	83,126	36,289	900	2,816	1,102	90
					11,517					91
					49,667		200	0	0	92
6,237	59,145				665,382	2,260	2,746		2,506	84
	(9,262)	70,392	364	140	80,158	2,077	2,898	23	4,195	95
6,641		49,266	220	632,063	88,190	19,081	2,000		7,293	96
										97
10,062		57,160	99	144	67,465	11,870	1,062		1,742	97
	5,147	28,015	72	10	33,244					98
2,772		9,208		4,000	15,980	4,140	101		198	99
	3,599	27,469	271	10,048	41,387	1,422				100
3,514		30,230	124		33,868	4,115	350		903	101
1,744					61,744		2,590	200	500	102
										103
1,014		17,992	199	1,866	21,071	3,076	378	56	733	104
75		25,840		14,340	40,255	14,039			2,441	105
	(2,738)	17,323		603	20,664	1,000	168		382	106
	3,707	17,199	670	105	21,681		191		768	107
7,257		46,362	2,749	4,508	61,276	2,976	2,046		3,731	108
		16,000		2,100	18,100	3,600		15	125	109
	2,992	5,151		490	68,633	9,045	1,000	128	1,689	110
1,061	19,000	42,508	992		63,561	0	0	0	2,309	111
	97,314	210,685	2,423	4,619	315,041	17,333			15,906	112
										113
	3,025	9,493	373	3,227	16,118	2,240	659		561	114
	30,000	180,000		5,000	215,000	0	0	0	1,500	115
	4,595	14,500	183	2,604	21,882					116
	3,754	14,524			18,278		75		639	117
	8,647	29,500	307	756	39,210		145		2,454	118
	4,680	11,250		174	16,104					119
	2,391	5,030		1,216	8,637					120
	6,992	16,000		10	23,002		500	100	1,200	121
228	2,500	6,000	50	500	9,278	0	0	0		122

a Debt and interest.

b Total of items reported.

c From sale of bonds.

TABLE. 14—School statistics of cities and towns containing

	City or town.	Estimated real value of property used for school purposes.					Balance on hand from last school year.
		Grounds or sites.	Buildings.	Furniture.	Apparatus and libraries.	Total.	
	1	35	36	37	38	39	40
123	Calais, Me	\$5,000	\$80,000	\$5,000	\$1,000	\$91,000	.....
124	Cape Elizabeth, Me					34,000	.....
125	Deering, Me	(61,000)				61,000	.....
126	Ellsworth, Me					29,000	.....
127	Lewiston, Me					180,000	0
128	Portland, Me	80,000	236,000	28,000	12,000	356,440	0
129	Rockland, Me*	3,600	40,000	900	200	44,700	0
130	Saco, Me	(35,000)		5,000	200	40,200	\$512
131	Baltimore, Md.	750,000	1,269,611	(175,000)		2,194,611	0
132	Hagerstown, Md	1,200	18,000	1,800	50	21,050	.....
133	Adams, Mass	15,500	88,000	8,000	2,000	113,500	.....
134	Andover, Mass						.....
135	Attleborough, Mass						.....
136	Beverly, Mass						.....
137	Blackstone, Mass.						.....
138	Boston, Mass						.....
139	Brockton, Mass						.....
140	Brookline, Mass*					254,000	.....
141	Cambridge, Mass.	192,100	449,700			611,800	.....
142	Chelsea, Mass					480,000	0
143	Chicopee, Mass						.....
144	Clinton, Mass						.....
145	Danvers, Mass	10,600	24,000	3,000		37,600	.....
146	Dedham, Mass	15,000	80,000	10,000	500	105,500	0
147	Everett, Mass	12,000	45,000	8,500	400	65,900	260
148	Fall River, Mass						.....
149	Fitchburgh, Mass.	(216,613)		(14,656)		231,269	0
150	Framingham, Mass						.....
151	Gardner, Mass	5,000	65,000	500	650	71,150	0
152	Gloucester, Mass	42,700	141,600	9,000	4,500	197,800	.....
153	Great Barrington, Mass	3,000	35,000	2,500	900	41,400	415
154	Haverhill, Mass	35,000	278,900	14,000	1,500	329,400	0
155	Holoke, Mass *	65,486	124,708	19,469	7,066	216,727	.....
156	Hyde Park, Mass						.....
157	Lawrence, Mass					356,000	0
158	Leominster, Mass	10,000	50,000	3,000	1,000	64,000	.....
159	Lowell, Mass	275,000	400,000	35,000	610,000	720,000	11,425
160	Lynn, Mass	(515,582)		28,560	1,800	545,942	.....
161	Malden, Mass	86,370	204,000	12,000	2,500	304,870	0
162	Marblehead, Mass	7,214	35,400	3,000		45,614	0
163	Marlborough, Mass.	4,000	50,000	4,000	2,000	60,000	.....
164	Medford, Mass						.....
165	Melrose, Mass.						.....
166	Middleborough, Mass	(18,269)				18,260	2,330
167	Milford, Mass						89
168	Montague, Mass.	(60,000)		(10,060)		70,000	0
169	Natick, Mass						.....
170	New Bedford, Mass						.....
171	Newburyport, Mass						.....
172	Newton, Mass.					522,100	858
173	North Adams, Mass	20,000	108,000	5,000	1,000	134,000	.....
174	Northampton, Mass	27,300	70,000	10,000	1,000	108,000	631
175	Palmer, Mass						.....
176	Peabody, Mass					124,500	0
177	Pittsfield, Mass	13,400	57,900	10,000		81,300	.....
178	Plymouth, Mass						.....
179	Quincy, Mass						.....
180	Rockland, Mass	7,000	25,000	2,500	300	34,800	.....
181	Salem, Mass	(346,500)				346,500	.....
182	Somerville, Mass					413,714	.....
183	Southbridge, Mass	2,460	19,700	1,650	6340	25,690	944
184	Spencer, Mass					65,400	.....
185	Springfield, Mass	120,000	433,000	14,650	4,500	574,150	.....

* From Report of the Commissioner of Education for year 1884-'85.

a Total of items reported.

TABLE 14.—School statistics of cities and towns containing

	City or town.	Estimated real value of property used for school purposes.					Balance on hand from last school year.
		Grounds or sites.	Buildings.	Furniture.	Apparatus and Libraries.	Total.	
	1	35	36	37	38	39	40
186	Stoneham, Mass.....	\$25,700	\$42,700	\$4,000	\$3,000	\$75,400	.....
187	Stoughton, Mass.....						.....
188	Taunton, Mass*.....	21,000	240,000	20,000	1,000	282,000	0
189	Wakefield, Mass.....						.....
190	Waltham, Mass*.....					270,385	.....
191	Ware, Mass.....						.....
192	Watertown, Mass.....						.....
193	Webster, Mass.....						.....
194	Westfield, Mass*.....	24,600	102,000	7,000	500	134,100	\$3,858
195	Weymouth, Mass.....	23,000	105,000	8,000	1,500	137,500	0
196	Woburn, Mass.....					174,000	1,044
197	Worcester, Mass.....	252,560	774,950	48,803	12,706	1,059,019	0
198	Adrian, Mich.....					104,000	963
199	Ann Arbor, Mich.....	35,500	120,000	2,500	5,000	163,000	1,022
200	Battle Creek, Mich.....	30,000	90,000	12,000	12,000	144,000	1,661
201	Bay City, Mich.....	30,000	150,000	10,400	15,000	205,400	.....
202	Cold Water, Mich.....					60,000	.....
203	Detroit, Mich*.....	251,450	715,500	30,500	5,000	1,001,950	34,123
204	East Saginaw, Mich.....	30,000	125,000	8,000	7,000	170,000	2,189
205	Flint, Mich.....	21,900	99,200	7,500	9,100	137,700	4,085
206	Grand Rapids, Mich.....					623,490	21,894
207	Jackson, Mich. { Dist. No. 1. { Dist. No. 17*					55,000	2,921
208	Kalamazoo, Mich.....	40,000	100,000	15,000	45,000	200,000	5,603
209	Ludington, Mich.....					40,000	.....
210	Marquette, Mich.....	8,000	50,000	5,000	2,500	65,500	1,770
211	Menominee, Mich.....	(44,000)		3,500	200	47,700	.....
212	Muskegon, Mich*.....					127,500	7,701
213	Port Huron, Mich.....		(95,900)		5,000	100,900	14,576
214	Saginaw, Mich.....	16,500	100,000	6,000	3,000	125,500	10,950
215	West Bay City, Mich.....	10,300	65,000	8,000	13,550	96,850	5,918
216	Duluth, Minn.....	40,000	91,000	9,500	2,000	142,500	36,393
217	Faribault, Minn.....	(41,500)			c585	442,085	.....
218	Mankato, Minn.....	(52,000)			c600	452,600	.....
219	Minneapolis, Minn.....	(1,347,300)		(84,000)		1,431,300	35,138
220	Red Wing, Minn.....	(50,000)			c325	450,325	.....
221	Rochester, Minn.....	(55,000)			c150	455,150	.....
222	St. Paul, Minn.....	(895,000)		(105,200)		1,000,200	.....
223	Stillwater, Minn.....	20,000	90,000	4,000	2,500	116,500	.....
224	Winona, Minn.....	(175,000)			c650	175,650	.....
225	Natchez, Miss.....	5,000	20,000	2,000	200	27,200	0
226	Vicksburg, Miss.....		8,000	2,500	100	10,600	3,000
227	Carthage, Mo.....	10,000	45,000	4,000	1,000	60,000	7,875
228	Hannibal, Mo.....					63,000	7,272
229	Jefferson City, Mo.....					40,000	.....
230	Kansas City, Mo*.....	285,200	248,500	(62,840)		546,540	19,707
231	St. Charles, Mo.....	(20,000)		2,000	1,500	23,500	419
232	St. Joseph, Mo.....	45,400	135,575	20,000	2,000	202,975	.....
233	St. Louis, Mo.....	827,613		(2,577,342)		3,404,955	44,110
234	Sedalia, Mo*.....	21,000	82,000	6,000	1,000	110,000	1,610
235	Springfield, Mo.....	23,000	37,000	2,000	200	62,200	2,393
236	Grand Island, Nebr.....	35,000	60,000	2,000	400	97,400	.....
237	Hastings, Nebr.....	30,000	65,000	10,000	1,000	106,000	12,475
238	Lincoln, Nebr.....	135,000				135,000	17,763
239	Omaha, Nebr.....	444,900	452,200	24,500	3,000	924,600	20,402
240	Gold Hill, Nev.....	1,000	31,000	200		32,200	0
241	Virginia City, Nev.....	103,000	60,000	5,000	2,500	170,500	10,000
242	Claremont, N. H.....	(20,160)		125	500	20,785	.....
243	Concord, N. H.....	(179,100)			3,515	182,615	.....
244	Dover, N. H.....		(140,000)		1,600	141,600	220
245	Keene, N. H.....		(87,500)		1,100	88,600	.....
246	Manchester, N. H.....						.....

* From Report of the Commissioner of Education for year 1884-'85.

a Debt and interest.

b Includes expenditure for repairs.

5,000 inhabitants and over, &c.—PART III—Continued.

Receipts.						Expenditures.			
Amount received from interest on permanent fund.	Amount received from taxation.		Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Permanent.			
	State.	Local.				Sites and buildings.	Furniture and apparatus.	Libraries.	Repairs.
41	42	43	44	45	46	47	48	49	50
		\$16,050	\$10		\$16,060				186
0		57,678	80		57,758	0	\$500	0	187
									188
									189
									190
									191
									192
									193
\$100		24,375	118	\$559	25,152	\$9,300	690		194
275	\$207	32,800	0	688	33,970	0	300	0	195
	138	37,100	57	135	37,430				196
0	0	225,998	287	395	226,680	45,354	2,737	0	197
3,809	3,302	13,127	398	33	20,669			\$313	198
	3,691	25,391	5,759	584	35,425	2,367	325	240	199
	3,710	30,959	1,109	1,866	37,644	5,148	627	1,472	200
	14,853	36,673	124	135	51,785			1,234	201
	2,338	12,724	709		15,771		478		202
59,521		233,141	1,491	399	294,552	40,631	3,501		203
	10,463	59,654	123	6,990	77,175	11,269	1,000	1,369	204
4,700	4,576	26,907	1,074	136	37,393	49,912	61,446	904	205
16,534	12,842	100,130	1,357	69,144	200,007	25,000	1,481	5,640	206
	8,599	18,974	626	1,000	32,685				207
	(11,280)			3,202	14,482	1,379		177	1,780
4,857	5,926	42,050	474	2,424	55,731	69,574	1,665	1,740	12,943
2,676		18,164	78	3	20,921		(900)		544
						2,240			211
6,670	4,621	41,250	207	9,595	62,313	616,246		1,597	212
0	7,360	8,000	126	4,279	19,705	5,800	450	300	1,500
	8,693	30,826	205	15,452	55,176	11,679	895	552	3,733
0	6,099	14,000	198	0	20,297	0	276	559	1,523
582	2,903	54,046		24,873	82,404	20,500			216
									217
									218
		(337,527)		173,163	510,690	118,811	12,086	1,354	4,304
									220
					433,133				221
						2,666	734	150	687
0	2,623	6,512	0	0	9,135	400	100		223
	1,800	15,600		1,000	17,800				224
									225
		23,583	31	1,979	32,865	5,393	347	83	300
						34,481	97		356
									641
26,491	(176,386)		470	63,640	266,987				227
1,528			3,380		6,638	317	388		228
	23,085	41,457	186	124	64,852		701		229
3,443	11,025	763,927	625	94,686	873,706	158,502	9,529	14,112	48,994
5,599		22,451	236	2,425	30,711		1,060		2,300
	(3,945)	19,772	541		24,258	3,341			711
2,551		7,021	40	14,599	24,211			236	616
1,862		6,095	130	12,924	21,011			40	6,827
	7,333	17,356		32,467	57,156	19,256	1,253		2,943
	19,266	54,588	590	169,213	243,657	90,163	8,780	200	7,747
									240
									241
600	530	8,084		627	9,841				242
		31,493		2,290	33,783				243
	982	21,962	164	35	23,143				959
		15,165		649	15,814				950
		55,734	167		58,520		1,010		1,500
									3,663

c Value of libraries only.
d Total of items reported.

e These statistics are for 1884-'85.

TABLE 14.—School statistics of cities and towns containing

	Estimated real value of property used for school purposes.					Balance on hand from last school year.	
	City or town.	Grounds or sites.	Buildings.	Furniture.	Apparatus and libraries.		Total.
	1	35	36	37	38	39	40
247	Nashua, N. H.*	(\$221, 735)		(\$10, 660)		\$232, 395	\$618
248	Poitsmouth, N. H.	(71, 200)			1, 000	72, 200	
249	Rochester, N. H. a	(57, 170)			636	57, 806	
250	Somersworth, N. H.	(50, 000)		(1, 600)		51, 600	
251	Atlantic, N. J. a					48, 000	
252	Bridgeton, N. J. a					35, 000	
253	Camden, N. J.	(287, 300)		25, 000	15, 000	327, 300	130
254	Elizabeth, N. J.	(101, 000)		7, 500	3, 000	111, 500	25, 351
255	Gloucester City, N. J.					30, 000	
256	Harrison, N. J.	3, 000	12, 000	3, 000		18, 000	
257	Hoboken, N. J.*	(124, 000)			465	124, 465	
258	Jersey City, N. J.	(628, 000)		23, 700	14, 030	665, 730	
259	Millville, N. J. a					50, 100	
260	Morristown, N. J. a					45, 000	
261	Newark, N. J.	292, 500		(817, 000)		1, 109, 500	4, 266
262	New Brunswick, N. J.					138, 000	30
263	Orange, N. J.					105, 000	
264	Passaic, N. J. a					51, 000	
265	Paterson, N. J.	29, 600		(274, 200)		303, 800	566
266	Perth Amboy, N. J.	5, 000	12, 000	2, 700	100	19, 800	6, 151
267	Phillipsburgh, N. J.	6, 500	32, 700	2, 500	800	34, 500	55
268	Plainfield, N. J.	22, 000	100, 000	7, 850	1, 000	130, 850	11, 103
269	Rahway, N. J.	5, 200	22, 500	5, 000	1, 000	33, 700	300
270	Salem, N. J. a					16, 000	
271	Trenton, N. J. a					151, 000	
272	Albany, N. Y.	169, 000	619, 500	35, 000	12, 000	835, 500	95, 031
273	Auburn, N. Y.	70, 000	110, 000	8, 000	3, 000	191, 000	1, 054
274	Binghamton, N. Y.	56, 431	166, 218	10, 219	9, 792	242, 660	6, 759
275	Brooklyn, N. Y.	(3, 857, 937)			d26, 720	e3, 884, 657	
276	Buffalo, N. Y.	305, 185	768, 750	110, 000	31, 000	1, 214, 935	220, 553
277	Cohoes, N. Y.	41, 000	70, 000	13, 000	6, 000	130, 000	28, 831
278	Cortland, N. Y.	3, 500	13, 500	1, 600	150	18, 750	
279	Dunkirk, N. Y.	30, 000	84, 000	2, 500	1, 500	118, 000	2, 617
280	Elmira, N. Y.	75, 000	270, 000	16, 000	4, 000	365, 000	2, 704
281	Gloversville, N. Y.				1, 500	1, 500	
282	Hoosick Falls, N. Y.					45, 000	
283	Hornellsville, N. Y.	14, 800	50, 000	5, 000	2, 000	71, 800	11, 189
284	Hudson, N. Y.	12, 500	37, 500	3, 000	3, 578	56, 578	5, 621
285	Ithaca, N. Y.	35, 000	90, 000	9, 000	2, 500	136, 500	1, 106
286	Jamestown, N. Y.	49, 500	72, 600	11, 200	8, 850	142, 150	
287	Kingston, N. Y. (½ of city)*	51, 000	112, 000	8, 000	1, 500	172, 500	
288	Lansingburgh, N. Y.	12, 000	35, 000	2, 000	2, 000	51, 000	269
289	Little Falls, N. Y.	20, 000	30, 000	5, 000	2, 500	57, 000	378
290	Lockport, N. Y.	33, 000	72, 000	6, 000	8, 000	119, 000	
291	Long Island City, N. Y.*	10, 000	55, 000	5, 000	200	70, 200	24, 475
292	Newburgh, N. Y.*	30, 000	154, 000			184, 000	
293	New York, N. Y.	4, 100, 000	8, 600, 000	1, 250, 000	980, 000	14, 750, 000	
294	Ogdensburgh, N. Y.	(78, 888)			93, 065	81, 954	
295	Oswego, N. Y.*	27, 140	131, 090	20, 000	1, 600	179, 230	2, 052
296	Port Jervis, N. Y.	15, 000	26, 000	1, 600	6, 000	48, 600	5, 386
297	Poughkeepsie, N. Y.	23, 600	104, 405		19, 923	147, 927	16, 928
298	Rochester, N. Y.	128, 000	430, 430	36, 000	19, 000	613, 430	4, 747
299	Rome, N. Y.	21, 000	51, 000	5, 000	1, 000	78, 000	0
300	Saratoga Springs, N. Y.	35, 000	65, 000	2, 500	2, 500	105, 000	16, 428
301	Schenectady, N. Y.	24, 000	70, 000	5, 000	4, 000	103, 000	
302	Sing Sing, N. Y.	3, 700	21, 000	2, 000	1, 100	27, 800	
303	Syracuse, N. Y.	157, 500	590, 000	25, 000	42, 000	814, 500	73, 790
304	Troy, N. Y.	80, 000	359, 000	16, 000	3, 500	458, 500	
305	Utica, N. Y.	92, 114	234, 640	26, 632	24, 227	377, 613	5, 614
306	Watertown, N. Y.	(110, 000)			44, 000	114, 000	
307	West New Brighton, N. Y.	1, 500	15, 000	3, 000	1, 000	20, 500	993

* From Report of the Commissioner of Education for year 1884-'85.

a These statistics are for the year 1874-'85.

b From appropriation and taxation.

c From State appropriation.

d Value of libraries only.

5,000 inhabitants and over, &c.—PART III—Continued.

Receipts.						Expenditures.				
Amount received from interest on permanent fund.	Amount received from taxation.		Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Permanent.				
	State.	Local.				Sites and build-ings.	Furniture and ap-paratus.	Libraries.	Repairs.	
41	42	43	44	45	46	47	48	49	50	
.....	\$20,386	\$16,153	\$71	\$6	\$36,616	.....	.....	.....	\$2,300	247
.....	1,263	18,024	37	960	20,284	.....	.....	.....	1,500	248
.....	547	19,864	.....	1,499	21,363	\$500	.....	.....	468	249
.....	.....	11,637	.....	.....	12,184	.....	.....	.....	.....	250
.....	.....	.....	.....	.....	15,758	.....	\$500	.....	194	251
.....	.....	.....	.....	.....	18,712	.....	876	.....	1,320	252
0	73,908	77,600	0	23,980	175,488	30,000	9,361	.....	7,497	253
(\$34,709)	.....	14,000	.....	14,135	62,844	25,722	1,227	\$125	830	254
578	4,357	3,398	.....	.....	8,383	.....	75	.....	235	255
500	6,000	3,000	.....	.....	9,500	400	400	.....	.....	256
.....	192,362	32,800	.....	.....	225,162	.....	1,303	.....	4,615	257
.....	.....	.....	.....	.....	24,086	.....	.....	.....	4,739	258
.....	.....	.....	.....	.....	13,710	.....	.....	.....	782	259
240	6211,617	133,450	.....	40,132	385,439	22,493	13,029	.....	16,195	261
.....	615,895	13,228	676	4,180	38,979	.....	888	.....	2,870	262
.....	13,841	7,509	1,213	42	22,596	.....	75	.....	2,584	263
.....	.....	.....	.....	.....	23,605	.....	.....	.....	1,412	264
.....	52,000	75,473	.....	.....	127,473	1,630	250	.....	3,538	265
(4,025)	.....	2,600	0	31	6,556	0	0	0	1,118	266
.....	11,340	7,500	120	.....	18,960	.....	454	50	737	267
144	9,497	17,319	575	18,676	46,411	24,083	1,504	211	992	268
0	7,085	7,500	0	0	14,535	0	0	0	334	269
.....	.....	.....	.....	.....	12,522	2,905	185	.....	270	270
.....	.....	.....	.....	.....	63,249	.....	389	.....	2,151	271
0	44,503	150,000	970	7,382	202,855	16,663	912	1,016	12,409	272
.....	13,077	49,509	1,120	9,383	73,089	16,986	2,338	483	772	273
.....	11,299	37,000	1,322	49	49,670	.....	1,186	967	3,003	274
.....	.....	.....	.....	.....	2,694,541	366,880	995,563	2,352	.....	275
.....	81,963	410,238	.....	.....	522,201	(666)	.....	1,526	134,602	276
.....	10,209	21,931	.....	755	32,895	5,272	682	623	756	277
.....	2,195	8,690	.....	.....	10,885	3,259	358	.....	766	278
0	5,575	21,743	0	241	27,559	.....	836	.....	834	279
.....	12,379	49,190	786	726	63,081	11,857	704	1,367	1,686	280
.....	4,493	11,135	304	135	16,072	4,274	.....	.....	445	281
.....	3,463	16,118	410	379	20,370	.....	.....	.....	.....	282
0	5,850	21,137	51	637	27,075	2,247	2,526	120	505	283
.....	4,935	8,750	84	105	13,374	1,582	126	85	351	284
(7,040)	.....	19,671	2,131	71	28,913	5,270	3,457	.....	539	285
.....	6,272	14,318	2,883	1,764	25,737	.....	525	417	1,308	286
.....	5,493	24,350	872	467	31,460	44,216	450	86	1,814	287
.....	5,200	15,884	109	2,177	23,370	1,308	127	.....	.....	288
.....	3,459	10,967	416	1,155	15,997	1,571	.....	150	.....	289
.....	7,485	19,000	2,500	346	29,331	333	682	279	758	290
.....	.....	.....	.....	.....	56,105	1,200	2,005	.....	.....	291
.....	.....	.....	.....	.....	75,850	14,966	108	3,093	837	292
.....	.....	4,057,033	.....	.....	4,057,033	297,246	21,782	0	205,997	293
.....	.....	.....	.....	.....	37,360	34,241	937	171	.....	294
.....	11,836	35,000	169	5	47,010	.....	84	250	7,235	295
.....	5,610	9,004	285	1,717	16,616	.....	323	348	1,001	296
.....	10,970	28,333	.....	747	40,050	.....	902	3,284	1,554	297
.....	51,241	177,000	2,010	939	231,191	16,412	6,465	1,425	7,087	298
.....	5,957	14,586	739	464	21,746	.....	.....	.....	.....	299
.....	6,123	34,000	349	13,209	53,681	2,288	2,674	766	5,607	300
.....	7,789	19,760	560	.....	28,109	1,522	543	214	.....	301
.....	3,882	10,840	284	4,975	19,981	4,800	350	.....	500	302
.....	30,467	126,579	3,863	.....	160,909	736	2,579	3,115	10,045	303
21,367	27,594	100,000	.....	2,130	151,091	14,000	169	.....	6,048	304
.....	19,956	65,000	567	812	86,335	567	1,195	666	5,208	305
.....	.....	.....	.....	.....	42,406	f17,944	g185	228	.....	306
.....	2,340	7,959	87	2,259	12,645	.....	588	45	167	307

e Total of items reported.
 f Includes furniture and repairs.
 g Apparatus only.

h Value of apparatus and libraries only.
 i Debt and interest.
 j Repairs and insurance.

TABLE 14.—School statistics of cities and towns containing

City or town.		Estimated real value of property used for school purposes.					Balance on hand from last school year.
		Grounds or sites.	Buildings.	Furniture.	Apparatus and libraries.	Total.	
1	35	36	37	38	39	40	
308	Yonkers, N. Y*	\$24,000	\$130,000	\$13,500	\$1,500	\$169,000	\$17,092
309	Charlotte, N. C					20,000	
310	Raleigh, N. C					27,500	
311	Wilmington, N. C					16,500	
312	Akron, Ohio	135,000	300,000	35,000	5,000	475,000	69,671
313	Ashtabula, Ohio	5,000	45,000	375	700	51,075	
314	Bellaire, Ohio						
315	Canton, Ohio						
316	Chillicothe, Ohio	10,000	110,000	15,000	15,000	150,000	11,584
317	Cincinnati, Ohio					2,200,000	71,697
318	Circleville, Ohio					110,000	21,262
319	Cleveland, Ohio						
320	Columbus, Ohio	261,300	605,308	37,502	13,000	917,110	49,270
321	Dayton, Ohio					419,855	18,180
322	Defiance, Ohio					8,000	
323	Delaware, Ohio					120,000	
324	East Liverpool, Ohio	10,000	35,000	2,000	500	47,500	
325	Elyria, Ohio					82,500	8,618
326	Fremont, Ohio	10,000	40,000	4,000	1,000	55,000	7,705
327	Galion, Ohio	8,000	100,000	7,000	8,000	123,000	3,453
328	Hamilton, Ohio	35,000	100,000	13,000	2,000	150,000	9,153
329	Ironton, Ohio	10,000	90,000	10,000		110,000	
330	Lancaster, Ohio	8,000	95,000	3,000	1,000	107,000	3,396
331	Lima, Ohio	16,000	60,000	15,000	500	91,500	12,852
332	Mansfield, Ohio					212,000	
333	Marietta, Ohio	4,600	16,700	2,000	400	23,700	9,146
334	Massillon, Ohio					120,000	
335	Mount Vernon, Ohio						2,111
336	Newark, Ohio					126,000	
337	Norwalk, Ohio	31,800	66,400	4,500	1,000	103,700	12,888
338	Piqua, Ohio					75,000	
339	Pomeroy, Ohio					75,000	
340	Portsmouth, Ohio	50,000	119,000	10,000	1,000	180,000	9,244
341	Salem, Ohio	5,000	45,000	2,500	100	52,600	9,129
342	Sandusky, Ohio	25,000	95,000	7,000	1,000	128,000	20,185
343	Springfield, Ohio					217,000	
344	Stuebenville, Ohio	27,500	123,500	8,500	2,500	162,000	9,890
345	Tiffin, Ohio					125,000	8,510
346	Toledo, Ohio					700,000	
347	Urbana, Ohio					103,000	
348	Wooster, Ohio					90,000	
349	Xenia, Ohio					79,000	
350	Youngstown, Ohio					300,000	
351	Zanesville, Ohio						
352	Portland, Oreg	85,000	271,500	10,000	1,500	368,000	
353	Allegheny, Pa						
354	Allentown, Pa*					460,000	2,361
355	Altoona, Pa	30,000	108,600	6,000	400	145,000	
356	Ashland, Pa					40,000	301
357	Beaver Falls, Pa	7,000	50,000	7,000		64,000	38
358	Bethlehem, Pa					100,000	
359	Bradford, Pa	7,200	46,800	5,850	1,850	61,700	4,720
360	Bristol, Pa						
361	Carbondale, Pa						
362	Carlisle, Pa		(40,000)			40,000	0
363	Chambersburgh, Pa					45,000	2,219
364	Chester, Pa					125,000	
365	Columbia, Pa						
366	Conshohocken, Pa	8,000	25,000	2,500	1,700	37,200	9,815
367	Corry, Pa						
368	Danville, Pa						

* From Report of the Commissioner of Education for year 1884-'85.
 a Interest on bonds.

b Includes fuel.
 c Amount of bonds redeemed.
 d Bonds and interest.

TABLE 14.—School statistics of cities and towns containing

	City or town.	Estimated real value of property used for school purposes.					Balance on hand from last school year.
		Grounds or sites.	Buildings.	Furniture.	Apparatus and libraries.	Total.	
		35	36	37	38	39		40
369	Dunmore, Pa.					\$30,000	
370	Easton, Pa.		(\$227,900)	\$8,800	\$800	237,500	\$2,771
371	Erie, Pa.*					338,700	8,363
372	Franklin, Pa.						
373	Harrisburgh, Pa.	4,000	325,250	21,529	3,000	353,779	1,638
374	Hazleton, Pa.					65,500	1,752
375	Johnstown, Pa.*					120,000	
376	Lancaster, Pa.					226,200	
377	Lebanon, Pa.*	15,600	58,000	8,300	2,100	84,000	
378	Lock Haven, Pa.	(49,000)		4,200	250	53,450	0
379	McKeesport, Pa.					115,000	
380	Mahanoy City, Pa.	9,000	40,000	4,500	1,400	54,900	
381	Meadville, Pa.*					80,000	1,773
382	New Castle, Pa.	3,500	45,000	3,500	500	52,500	3,828
383	Norristown, Pa.	50,000	96,000	14,000	900	160,900	1,082
384	Oil City, Pa.						
385	Philadelphia, Pa.	2,232,024	4,547,324	355,011	25,000	7,159,359	27,407
386	Phenixville, Pa.	15,000	63,000	8,100	1,000	87,100	0
387	Pittsburgh, Pa.*					2,229,028	166,762
388	Pittston, Pa.						
389	Plymouth, Pa.						
390	Pottstown, Pa.						
391	Pottsville, Pa.					217,500	
392	Reading, Pa.			28,000	1,000	397,000	13,500
393	Scranton, Pa.	(368,000)					
394	Shamokin, Pa.						
395	Sharon, Pa.						
396	Shenandoah, Pa.	10,000	62,500	6,000	1,500	80,000	2,413
397	Tamaqua, Pa.		(40,000)			40,000	2,500
398	Titusville, Pa.					65,000	935
399	West Chester, Pa.	20,000	75,000	5,000	1,800	101,800	2,500
400	Wilkesbarre, Pa.		(269,176)		1,500	262,176	2,384
401	Williamsport, Pa.	42,500	110,300	12,000	1,500	166,300	
402	York, Pa.*					150,000	592
403	Bristol, R. I.	(65,000)		3,000	600	68,600	
404	Burrellville, R. I.					25,800	213
405	Cranston, R. I.					30,200	1,384
406	Cumberland, R. I.					46,000	
407	East Providence, R. I.					69,994	2,474
408	Johnston, R. I.					24,400	165
409	Lincoln, R. I.					120,500	412
410	Newport, R. I.					128,135	592
411	Pawtucket, R. I.					283,807	76,210
412	Providence, R. I.					1,001,491	
413	South Kingston, R. I.	3,000	20,000	2,000	1,500	26,500	70
414	Warwick, R. I.					39,400	304
415	Westerly, R. I.	8,000	62,000	3,000	2,000	75,000	276
416	Woonsocket, R. I.					160,000	
417	Charleston, S. C.	15,000	100,000	10,000	500	125,500	7,107
418	Columbia, S. C.	13,000	15,500	2,496	200	31,195	3,831
419	Greenville, S. C.	(5,500)		200		5,700	
420	Clarksville, Tenn.	6,000	13,000	1,773		25,773	15
421	Chattanooga, Tenn.	(88,600)		(5,800)		94,400	345
422	Knoxville, Tenn.	17,000	35,000	5,500		57,500	7,509
423	Memphis, Tenn.	60,000	109,000	10,000	1,000	171,000	
424	Nashville, Tenn.*	52,000	163,000	12,000	1,000	231,000	10,241
425	Union City, Tenn.	1,900	13,500	1,200	300	16,900	
426	Austin, Tex.	23,500	42,300	4,350	500	70,550	368
427	Brenham, Tex.	3,000	12,900	2,900	1,000	19,800	402
428	Dallas, Tex.						258
429	Fort Worth, Tex.					50,675	

* From Report of the Commissioner of Education for year 1884-'85.

a Includes furniture and repairs.

b Debt and interest.

c From State appropriation.

d Includes fuel and other expenses.

5,000 inhabitants and over, *fec.*—PART III—Continued.

Receipts.						Expenditures.				
Amount received from interest on permanent fund.	Amount received from taxation.		Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Permanent.				
	State.	Local.				Sites and build-ings.	Furniture and ap- paratus.	Libraries.	Repairs.	
41	42	43	44	45	46	47	48	49	50	
	\$906	\$10,037		\$151	\$11,178	\$1,020	\$468	\$50	\$300	369
	3,203	39,901	\$125	1,636	44,868	4,392	358	104	3,709	370
	5,564	68,161	48	5,559	79,332	15,859			63,884	371
					23,656	1,851				372
	c6,842	74,888	92	9,038	90,860	14,400	1,015		1,719	373
		17,805	21	2,133	19,950	1,625	117		1,749	374
	\$161	6,740	36,879	108	6,585	20,624	3,800		689	375
		1,832	12,183	185	4,363	2,700	418		1,567	376
		1,673	11,113	228	3,000	37,960	118		1,197	377
		2,462	35,498			11,471	404		474	378
		1,798	14,576	47	16,106	(16,141)				379
	0	2,184	27,486	615	1,201	(2,800)				380
		2,081	18,633		175	313		50	2,548	381
		3,453	37,722	1,782	214	575			4,638	382
					30,394	4,305				383
	0	1,882,339			1,882,339	132,818	30,252		126,440	384
	c32,547	1,615,188	490	e131,360	20,414	2,479	500	100	d5,296	385
					675,045	111,488	7,006		19,633	386
					13,797					387
					11,297	1,254				388
					18,966	1,348				389
			745	63	41,368	f9,501	1,200		934	390
	3,081	37,497			110,263	26,500	2,500		4,500	391
	10,266	100,000			163,928	31,737				392
					16,615	2,779				393
					13,277	830				394
			325	254	g 42,608	(20,364)		f4,671	h1,107	395
	2,433	22,696			9,200				1,350	396
	1,259	8,000			41,619				1,323	397
	2,379	25,544	407	12,719	24,334	9,813	844	0	306	398
0	1,606	12,662	49	10,017	87,239	12,810			3,421	399
0	3,505	89,574	560	660	55,525	3,000	1,325	125	8,850	400
	4,613	50,647	265		50,014		1,597			401
	3,576	28,381		18,037	13,000		127	36	613	402
					8,454					403
	3,069	4,629		756	13,407					404
	2,754	10,122		531						405
					729					406
	3,277	11,000			16,467	3,667	500	150		407
	3,467	11,060		2,000	37,166					408
	6,304	20,337		1,505	50,216					409
	5,217	36,500	635	1,498	51,151					410
	8,095	40,000	378	2,678		29,756	(1,274)		8,605	411
							(83,171)			412
1,000	2,977	2,976		1,298	8,251	0	100	0	200	413
	4,754	8,255		2,026	15,035					414
	3,195	16,285	14	1,103	20,603	500	100	50	163	415
	6,959	26,700	380	1,250	35,289	5,250	710		400	416
	47,067	42,272	0		89,359				18,575	417
	3,537	6,132	432	2,691	12,792		456	84	205	418
	1,900	0	0	0	1,900	0	0	0	165	419
	4,734	3,341	190		8,266		132	0	69	420
(9,700)		18,000	480		28,190		702		363	421
	11,685	12,152	1,047	4,177	29,060	i 2,000	i 650		i 825	422
	j 26,544	22,018	1,242		50,704	10,028	2,600		2,348	423
	j 53,976	43,260			97,256		289		1,938	424
	3,448	1,728	253	337	5,771		334		143	425
0	16,135	24,341	290	892	41,667	5,416	1,250	50	580	426
					13,116	850			387	427
	16,601	1,952		576	19,189		648		157	428

e Includes \$112,156 from sale of bonds. h Includes rent. j From State and county.
 f Bonds and interest paid. i Not paid from school funds; therefore
 g Includes a loan of \$17,000. not included in total expenditure.

TABLE 14.—School statistics of cities and towns containing

	City or town.	Estimated real value of property used for school purposes.					Balance on hand from last school year.
		Grounds or sites.	Buildings.	Furniture.	Apparatus and Libraries.	Total.	
	1	35	36	37	38	39	40
430	Galveston, Tex.....	\$48,000	\$140,000	\$20,000	\$1,000	\$209,000	.....
431	Houston, Tex.....	.....	.....	.....	.....	65,200	\$1,728
432	Marshall, Tex.....	.....	.....	.....	.....	.....	405
433	San Antonio, Tex.....	.....	.....	.....	.....	.....	.....
434	Sherman, Tex.....	5,000	51,000	4,000	250	60,250	6,413
435	Waco, Tex.....	12,500	31,000	(4,000)	.....	47,500	.....
436	Ogden City, Utah.....	12,000	32,000	4,300	1,000	49,300	968
437	Brattleborough, Vt.....	.....	.....	.....	.....	60,000	.....
438	Bennington, Vt.....	3,500	47,500	2,500	1,000	54,500	.....
439	Burlington, Vt.....	.....	.....	.....	.....	.....	.....
440	Rutland, Vt.....	.....	.....	.....	.....	.....	.....
441	St. Albans, Vt.....	.....	.....	.....	.....	.....	.....
442	St. Johnsbury, Vt.....	.....	.....	.....	.....	.....	.....
443	Alexandria, Va.....	3,500	30,000	2,500	250	36,250	2,586
444	Danville, Va.....	.....	.....	.....	.....	25,000	.....
445	Fredericksburgh, Va.....	.....	.....	.....	.....	11,000	389
446	Lynchburgh, Va.....	.....	.....	.....	.....	75,000	151
447	Manchester, Va.....	.....	.....	.....	.....	.....	312
448	Norfolk, Va.*.....	30,000	30,000	2,500	500	63,000	2,720
449	Petersburgh, Va.....	4,500	60,000	3,200	300	68,000	77
450	Portsmouth, Va.*.....	8,000	20,000	3,000	500	31,500	1,767
451	Richmond, Va.....	122,000	184,081	20,000	1,000	327,081	461
452	Staunton, Va.....	.....	.....	.....	.....	9,274	.....
453	Seattle, Wash.....	50,000	65,000	6,000	1,000	122,000	0
454	Tacoma, Wash.....	39,000	.....	6,000	.....	45,000	.....
455	Parkersburgh, W. Va.....	15,500	40,000	10,000	500	66,000	.....
456	Wheeling, W. Va.....	57,500	177,508	21,070	2,750	258,828	4,652
457	Appleton, Wis.....	35,000	85,000	12,500	3,000	135,500	5,856
458	Eau Claire, Wis.....	10,000	48,700	.....	.....	58,700	.....
459	Fond du Lac, Wis.....	22,000	98,700	.....	1,700	122,400	5,308
460	Green Bay, Wis.....	6,000	48,000	3,000	1,000	58,000	1,675
461	Janesville, Wis.*.....	15,500	73,000	6,000	500	100,000	2,118
462	Kenosha, Wis.....	12,000	22,500	.....	1,100	35,600	3,887
463	La Crosse, Wis.....	50,000	120,000	(9,000)	.....	179,000	14,740
464	Madison, Wis.....	35,000	90,000	9,000	2,500	136,500	.....
465	Milwaukee, Wis.....	226,000	600,000	(60,000)	.....	886,000	105,756
466	Oconto, Wis.....	5,000	12,600	1,812	120	19,532	.....
467	Oshkosh, Wis.....	100,000	100,000	10,000	1,000	211,000	.....
468	Racine, Wis.....	35,000	35,000	5,000	1,050	76,050	.....
469	Sheboygan, Wis.....	9,000	28,000	1,500	300	38,800	11,077
470	Watertown, Wis.....	12,000	38,000	.....	2,130	52,130	5,607
471	Wausau, Wis.....	6,600	25,000	4,000	800	36,400	4,809

* From Report of the Commissioner of Education for year 1884-'85.

a From county.
b Includes furniture and repairs.

5,000 inhabitants and over, &c.—PART III—Continued.

Receipts.						Expenditures.				
Amount received from interest on permanent fund.	Amount received from taxation.		Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Permanent.				
	State.	Local.				Sites and build-ings.	Furniture and ap- paratus.	Libraries.	Repairs.	
41	42	43	44	45	46	47	48	49	50	
.....	\$45,000	\$44,000	.....	.....	\$89,000	\$30,000	\$3,000	.....	\$1,000	430
.....	21,871	.....	\$360	\$24,096	46,326	14,354	2,920	.....	1,280	431
.....	6,833	.....	.....	319	7,152	.....	.....	.....	.....	432
.....	40,838	17,131	.....	3,250	61,269	42,292	2,871	.....	1,634	433
.....	a328	10,256	36	.....	17,718	15,338	236	.....	156	434
.....	13,390	17,398	465	685	31,938	3,320	3,106	.....	1,021	435
.....	3,142	4,585	2,280	371	10,378	1,247	299	.....	674	436
.....	710	12,135	.....	176	17,071	.....	500	.....	1,610	437
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	438
.....	.....	21,000	.....	2,579	23,579	.....	70	.....	1,444	439
.....	.....	29,233	.....	1,881	31,114	.....	269	.....	1,567	440
.....	.....	10,936	.....	799	11,735	.....	25	.....	801	441
.....	.....	20,830	.....	574	21,404	.....	97	.....	716	442
.....	6,534	7,000	.....	50	13,534	.....	353	.....	375	443
.....	2,949	10,668	.....	.....	13,617	.....	b756	.....	.....	444
.....	1,902	2,500	680	212	5,300	b568	.....	c\$186	.....	445
.....	7,418	17,901	957	77	26,353	.....	216	c98	.....	446
.....	2,681	3,284	.....	.....	5,965	b145	.....	10	575	447
.....	9,018	10,833	.....	.....	19,851	.....	450	.....	250	448
.....	10,265	13,535	38	.....	23,838	.....	579	.....	.....	449
.....	30	4,323	.....	.....	11,774	1,261	468	.....	.....	450
.....	30,710	70,347	866	180	102,103	6,697	706	.....	2,720	451
.....	2,349	5,635	298	.....	8,282	b171	.....	c43	.....	452
.....	.....	23,311	.....	.....	23,311	2,000	1,893	.....	1,248	453
.....	.....	.....	.....	.....	18,526	550	6,000	.....	2,519	454
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	455
.....	7,277	57,152	252	631	65,312	7,038	1,274	.....	3,669	456
.....	2,990	29,300	640	17,001	49,931	17,000	1,454	250	1,593	457
.....	1,790	23,255	.....	9,181	51,851	3,596	632	196	.....	458
.....	2,275	19,275	.....	670	22,220	.....	(181)	.....	1,363	459
.....	5,088	14,600	65	1,235	20,988	6,048	1,013	.....	371	460
.....	457	15,000	175	7,075	20,707	.....	200	50	965	461
.....	2,139	a1,200	6,500	101	9,990	312	.....	12	.....	462
.....	d6,689	41,000	367	22,820	70,876	14,874	1,085	.....	5,744	463
.....	0	e4,829	22,862	797	28,611	450	895	76	1,063	464
.....	65,357	252,378	1,410	.....	319,145	.....	1,622	260	.....	465
.....	.....	.....	.....	.....	.....	3,500	350	.....	.....	466
.....	8,543	37,964	378	298	65,000	15,000	1,000	.....	1,000	467
.....	5,249	17,908	(363)	.....	47,483	.....	150	.....	857	468
.....	4,511	a1,358	.....	447	23,520	f5,200	1,400	200	.....	469
.....	3,385	9,160	36	675	13,256	3,584	205	.....	.....	470
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	471

c Libraries and apparatus
d From State and county

e From State appropriation.
f Includes expenditure for repairs.

TABLE 14.—School statistics of cities and towns containing 5,000 inhabitants and over for

City or town.		Expenditures.				
		Tuition.		Incidental or contingent expenses.		
		Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.
1	51	52	53	54	55	
1	Birmingham, Ala.....	\$1,750	\$9,350	.....	\$750	\$1,500
2	Huntsville, Ala.....	.....	3,543	.....	196	.....
3	Mobile, Ala.....	.....	.....	.....	.....	.....
4	Montgomery, Ala.....	.....	17,730	.....	400	100
5	Selma, Ala.....	.....	.....	.....	.....	.....
6	Little Rock, Ark.....	1,800	26,814	\$564	1,622	994
7	Alameda, Cal.....	1,200	24,974	300	2,150	384
8	Los Angeles, Cal.....	2,000	61,125	.....	.....	.....
9	Marysville, Cal.....	.....	8,345	.....	720	160
10	Oakland, Cal.....	8,400	129,123	1,271	9,270	1,930
11	Sacramento, Cal.....	.....	65,640	.....	5,931	1,158
12	San Francisco, Cal.....	2,100	698,744	7,100	43,105	5,419
13	San José, Cal.....	1,500	35,416	.....	4,180	620
14	Vallejo, Cal.....	1,480	14,390	180	1,020	179
15	Leadville, Colo.....	1,125	7,800	600	1,200	950
16	South Pueblo, Colo.....	2,000	10,587	.....	.....	.....
17	Bridgeport, Conn.....	2,500	62,912	250	4,022	3,738
18	Bristol, Conn.....	457	13,254	(b)	400	.....
19	Danbury, Conn.....	.....	23,771	.....	.....	4,175
20	Derby, Conn.....	.....	27,693	.....	.....	3,300
21	Enfield, Conn.....	.....	11,093	.....	.....	1,826
22	Greenwich, Conn.....	.....	12,150	.....	.....	604
23	Groton, Conn.....	.....	7,851	.....	.....	711
24	Hartford, Conn.....	.....	106,263	.....	.....	.....
25	Killingly, Conn.....	.....	11,348	.....	.....	1,247
26	Manchester, Conn.....	250	9,531	256	866	807
27	Meriden, Conn.....	800	33,090	.....	2,830	2,871
28	Middletown, Conn.....	.....	12,495	.....	.....	1,602
29	Naugatuck, Conn.....	324	8,570	.....	.....	626
30	New Britain, Conn.....	800	21,254	.....	.....	.....
31	New Haven, Conn.....	3,000	175,223	3,402	11,903	6,772
32	New London, Conn.....	.....	17,850	.....	.....	961
33	Norwalk, Conn*.....	2,399	20,652	325	1,266	1,844
34	Norwich, Conn.....	2,250	17,527	25	1,400	1,413
35	Southington, Conn.....	.....	12,311	.....	.....	1,675
36	Stamford, Conn.....	.....	21,403	.....	.....	3,142
37	Stonington, Conn.....	.....	11,686	.....	.....	786
38	Thompson, Conn.....	162	5,415	.....	.....	523
39	Vernon, Conn.....	.....	.....	.....	.....	.....
40	Waterbury, Conn.....	.....	39,101	.....	.....	2,218
41	Winchester, Conn.....	182	9,651	.....	.....	1,413
42	Windham, Conn.....	.....	13,493	.....	.....	2,359
43	Sioux, Falls, Dak.....	.....	.....	.....	.....	.....
44	Wilmington, Del.....	1,691	63,120	883	4,167	3,675
45	Atlanta, Ga.....	2,000	51,862	0	2,130	850
46	Augusta, Ga.....	1,800	35,000	.....	.....	1,000
47	Columbus, Ga.....	1,600	13,243	.....	.....	367
48	Macon, Ga.....	1,000	12,825	100	400	500
49	Savannah, Ga.....	3,000	47,408	.....	1,050	561
50	Aurora, Ill. District No. 5.....	2,000	20,439	200	1,738	1,107
51	Bellefonte, Ill.....	2,000	23,450	0	1,920	405
52	Bloomington, Ill*.....	1,600	32,757	.....	3,009	1,980
53	Cairo, Ill.....	1,200	5,460	50	580	1,773
54	Chicago, Ill.....	(1,053,608)	.....	15,124	86,033	48,498
55	Danville, Ill*.....	1,600	19,402	200	2,137	.....
56	Decatur, Ill.....	2,000	20,692	0	2,376	889
57	East St. Louis, Ill.....	(13,720)	.....	380	1,500	811
58	Elgin, Ill*.....	1,200	12,958	150	1,469	2,041
59	Freeport, Ill.....	1,800	13,902	100	1,645	1,575
60	Galena, Ill.....	1,200	7,062	300	.....	.....

* From Report of the Commissioner of Education for year 1884-'85.

a Total of items reported.

b Included in cost of supervision.

c Includes fuel, school books, other supplies and current expenses.

1885-'86; from replies to inquiries by the United States Bureau of Education—PART IV.

Expenditures.			Amount carried forward to next year.	Average expenses per capita.		Total taxable property in the city.		Tax for school purposes.	
Incidental or contingent expenses.	Total expenditure.	Supervision and instruction, based on average daily attendance.		Incidental or contingent expenses, based on average daily attendance.	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.	
School books supplied for use of pupils.	All other supplies and current expenses.								
56	57	58	59	60	61	62	63	64	65
.....	\$3,000	\$46,350	.....	\$9 40	\$4 50	\$30,000,000	\$20,000,000	.....	1
.....	.....	a3,739	.....	.....	.....	.....	.....	.....	2
.....	2,000	20,730	\$1,310	.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	.....	.....	.....	.....	4
.....	2,420	49,394	25,917	12 89	2 52	10,347,000	7,047,640	.....	5
.....	3,791	34,258	.....	22 67	5 73	.....	6,295,355	.....	6
.....	.....	101,449	38,516	20 52	.....	18,000,000	15,000,000	.....	7
.....	.....	10,257	1,423	.....	.....	3,000,000	1,817,135	.....	8
\$25	8,480	182,934	.....	24 52	4 45	.....	28,794,949	.....	9
124	4,765	84,212	1,047	.....	.....	.....	.....	.....	10
.....	1,700	815,778	1,397	.....	.....	230,386,325	.....	1.57	11
.....	4,169	48,146	22,188	18 62	4 52	22,000,000	11,000,000	.55	12
.....	484	18,878	1,630	14 71	2 78	.....	.....	.....	13
.....	6,208	17,973	.....	10 86	11 02	5,000,000	1,779,429	.....	14
.....	4,682	17,524	624	36 48	11 83	.....	2,441,747	.....	15
.....	191	81,412	.....	13 44	2 17	36,000,000	15,700,000	.....	16
c1,043	2,368	16,372	.....	17 19	1 81	4,000,000	2,254,877	.....	17
.....	5,715	56,817	.....	.....	.....	.....	.....	.....	18
.....	6,366	41,290	.....	.....	.....	.....	.....	.....	19
.....	606	14,925	.....	.....	.....	.....	.....	.....	20
.....	309	13,063	.....	.....	.....	.....	.....	.....	21
.....	227	9,134	.....	.....	.....	.....	.....	.....	22
.....	d40,706	271,390	.....	.....	.....	.....	.....	.....	23
.....	1,456	15,064	.....	.....	.....	.....	.....	.....	24
5	1,493	13,916	.....	.....	.....	3,700,000	2,742,302	2	2.5
50	5,755	21,829	.....	15 88	2 35	15,000,000	10,144,956	2.5	4
.....	6	9,526	.....	15 97	1 13	.....	.....	.....	27
.....	d6,626	30,783	.....	.....	.....	.....	6,000,000	.....	28
372	22,788	249,489	4,720	18 32	4 65	.....	48,632,585	.....	29
.....	4,172	28,915	.....	.....	.....	.....	.....	.....	30
e13,115	768	42,507	.....	(17 65)	.....	.....	.....	.....	31
123	965	28,723	498	25 25	5 01	.....	.....	.....	32
.....	1,210	18,641	.....	.....	.....	.....	.....	.....	33
.....	1,331	25,889	.....	.....	.....	.....	.....	.....	34
.....	1,210	14,112	.....	.....	.....	.....	.....	.....	35
.....	.....	a6,446	.....	.....	.....	5,000,000	3,000,000	.....	36
.....	.....	13,849	.....	.....	.....	2,745,916	2,745,916	.....	37
.....	16,258	75,501	.....	.....	.....	.....	.....	.....	38
.....	1,495	29,252	0	16 80	4 96	5,000,000	2,970,167	5	8
.....	3,253	21,430	.....	.....	.....	.....	.....	.....	39
.....	.....	.....	.....	.....	.....	.....	.....	.....	40
6,202	3,294	116,758	f10 39	f3 15	.....	29,859,173	29,859,173	3.8	3.8
0	4,816	65,721	8 69	.....	.....	28,000,000	24,000,000	.....	41
150	.....	50,056	18,100	.....	.....	17,000,000	20,000,000	2.3	.....
1,053	263	17,088	.....	12 00	1 36	5,949,530	5,949,530	1.95	1.95
.....	300	15,225	645	11 88	1 04	.....	9,000,000	.....	2
.....	.....	67,170	.....	14 50	.....	.....	.....	.....	47
e3,151	1,106	31,500	9,129	14 71	2 65	.....	.....	.....	48
422	7,755	38,599	19,571	12 31	5 08	.....	.....	.....	49
e2,900	3,423	52,783	.....	14 92	3 85	10,548,675	3,516,225	4.66	14
.....	1,870	11,135	3,142	6 08	3 26	8,500,000	.....	1.18	.....
.....	90,021	2,060,804	g16 59	g3 62	.....	.....	158,496,132	.....	11.25
e5,731	3,826	37,563	.....	.....	.....	5,807,670	1,935,890	5.5	16.5
e4,193	1,096	39,672	12,757	11 23	2 16	.....	.....	.....	.....
35	1,710	24,986	2,921	.....	.....	10,000,000	3,000,000	2	6
.....	6,002	49,321	.....	10 37	8 61	7,114,515	2,371,505	5.03	15.1
.....	824	29,686	.....	11 84	3 18	6,500,000	1,576,471	4.03	16.12
.....	1,465	11,880	.....	.....	.....	.....	726,843	.....	60

d Total incidental or contingent expenses.
 e Debt and interest.
 f In day schools only.

g For day pupils only.
 h Includes fuel and school books.

TABLE 14.—School statistics of cities and towns containing

City or town.		Expenditures.				
		Tuition.		Incidental or contingent expenses.		
		Cost of super- vision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.
1	51	52	53	54	55	
61	Galesburgh, Ill.	\$1,500	\$18,594	.....	\$1,937	\$941
62	Jacksonville, Ill.	810	15,888	\$200	1,204	1,066
63	Joliet, Ill.	1,600	24,622	208	(6,364)	800
64	Kankakee, Ill.	1,350	7,700	75	1,166	395
65	Lincoln, Ill.	1,200	10,450	1,010	790	798
66	Moline, Ill.	1,800	18,449	239	1,915	301
67	Monmouth, Ill.	630	11,048	100	696	1,704
68	Ottawa, Ill.*	1,200	15,325	100	2,570	.....
69	Peoria, Ill.	2,500	51,168	800	a12,670	336
70	Peru, Ill.	1,200	7,198	75	830	2,253
71	Quincy, Ill.	1,500	30,519	526	2,234	2,376
72	Rockford, Ill.	1,800	31,726	200	2,543	854
73	Rock Island, Ill.	2,800	21,230	.....	3,202	1,352
74	Springfield, Ill.*	1,800	31,095	(5,158)	.....	.....
75	Streator, Ill.	(17,710)	.....	152	a7,014	800
76	Crawfordsville, Ind.	1,500	9,034	175	700	1,500
77	Evansville, Ind.	3,250	73,187	1,200	6,900	2,206
78	Fort Wayne, Ind.	2,500	52,059	1,750	4,037	5,553
79	Indianapolis, Ind.	10,150	168,903	3,300	9,991	551
80	Jeffersonville, Ind.	1,900	16,498	167	1,234	1,773
81	La Fayette, Ind.	(26,931)	.....	450	2,820	.....
82	La Porte, Ind. ....	.....	.....	.....	.....	210
83	Lawrenceburgh, Ind.	1,200	8,000	.....	500	1,000
84	Logansport, Ind.	1,800	12,486	300	1,400	425
85	Michigan City, Ind.	1,800	9,406	320	900	518
86	Peru, Ind.	1,500	8,425	120	780	1,157
87	Richmond, Ind.	4,200	26,588	300	2,615	.....
88	Seymour, Ind.	1,250	6,219	225	850	2,231
89	South Bend, Ind.	1,000	20,610	300	1,570	1,589
90	Terre Haute, Ind.	2,500	53,184	975	4,511	.....
91	Vincennes, Ind. ....	.....	.....	.....	.....	.....
92	Washington, Ind.	1,000	6,500	275	600	200
93	Burlington, Iowa	(41,935)	.....	.....	.....	.....
94	Council Bluffs, Iowa. ....	.....	30,330	225	4,110	2,559
95	Davenport, Iowa	2,000	55,520	1,060	4,602	2,585
96	Des Moines (west side), Iowa*	2,100	40,379	600	4,059	2,031
97	Dubuque, Iowa ....	.....	40,339	1,500	4,260	3,521
98	Keokuk, Iowa	1,400	28,000	300	2,200	1,400
99	Lyons, Iowa ....	.....	7,297	100	615	625
100	Marshalltown, Iowa.	1,800	19,941	.....	.....	f12,959
101	Muscatine, Iowa	1,500	22,000	175	1,887	1,035
102	Oskaloosa, Iowa	1,500	15,500	200	2,300	.....
103	Ottumwa, Iowa ....	.....	.....	.....	.....	.....
104	Waterloo, Iowa	2,700	11,045	250	802	1,110
105	Emporia, Kans.	(15,399)	.....	.....	1,475	915
106	Fort Scott, Kans.	1,000	12,375	200	1,386	709
107	Lawrence, Kans.	1,200	13,534	100	1,356	1,039
108	Leavenworth, Kans.	2,400	27,551	200	3,250	1,210
109	Ottawa, Kans.	1,000	8,780	200	811	920
110	Wellington, Kans.	1,000	4,998	60	800	.....
111	Covington, Ky.	1,650	37,333	500	2,880	694
112	Louisville, Ky.	34,000	202,782	3,704	15,203	.....
113	Newport, Ky.	1,400	21,738	0	500	1,200
114	Owensborough, Ky.	1,700	7,066	25	650	232
115	New Orleans, La.	3,000	176,178	3,300	13,500	4,000
116	Auburn, Me* .....	.....	15,698	.....	1,155	1,630
117	Augusta, Me. ....	.....	13,247	.....	565	1,366
118	Bangor, Me.	1,150	29,512	100	1,811	2,102
119	Bath, Me. ....	.....	.....	.....	.....	.....
120	Belfast, Me. ....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for year 1884-'85.

b Total of items reported.

c Includes \$1,408 for debt and interest.

a Includes school books, other supplies, and current expenses.

d Debt and interest.

TABLE 14.—School statistics of cities and towns containing

City or town.		Expenditures.				
		Tuition.		Incidental or contingent expenses.		
		Cost of super- vision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.
1	51	52	53	54	55	
121	Biddeford, Me.....	\$1,400	\$10,745	0	\$1,000	\$1,600
122	Brunswick, Me.....			\$300		
123	Calais, Me.....	300	9,000		330	600
124	Cape Elizabeth, Me.....					
125	Deering, Me.....					
126	Ellsworth, Me.....					
127	Lewiston, Me.....					
128	Portland, Me.....	2,250	66,707	0	4,932	4,500
129	Rockland, Me*.....		9,668		828	757
130	Saco, Me.....	250	7,590			
131	Baltimore, Md.....	5,220	551,625	5,700	28,000	17,365
132	Hagerstown, Md.....		7,174		100	213
133	Adams, Mass.....	1,150	12,421		908	1,094
134	Andover, Mass.....					
135	Attleborough, Mass.....					
136	Beverly, Mass.....					
137	Blackstone, Mass.....					
138	Boston, Mass.....		1,192,493			
139	Brockton, Mass.....					
140	Brookline, Mass*.....					
141	Cambridge, Mass.....	2,700	165,277	350		
142	Chelsea, Mass.....	2,400	53,530		4,613	3,072
143	Chicopee, Mass.....					
144	Clinton, Mass.....	1,600	15,890	350	1,554	1,498
145	Danvers, Mass.....	500	11,755		450	1,109
146	Dedham, Mass.....	1,800	22,000	25	1,700	1,414
147	Everett, Mass.....		14,000	250	1,200	1,000
148	Fall River, Mass.....	2,000	109,110		14,599	7,698
149	Fitchburgh, Mass.....	2,000	33,699	0	2,588	3,196
150	Frammingham, Mass.....					
151	Gardner, Mass.....	400	8,600		780	
152	Gloucester, Mass.....	3,010	43,412	300	2,886	2,918
153	Great Barrington, Mass.....		8,517		200	700
154	Haverhill, Mass.....	2,000	52,721		3,736	4,310
155	Holyoke, Mass*.....	6,480	38,909		3,257	2,348
156	Hyde Park, Mass.....					
157	Lawrence, Mass.....	2,200	63,494		4,596	5,256
158	Leominster, Mass.....		11,744		786	1,070
159	Lowell, Mass.....	3,020	131,516		15,589	9,755
160	Lynn, Mass.....	2,250	87,766	800	9,114	4,774
161	Malden, Mass.....	2,100	34,521	150	3,717	2,361
162	Marblehead, Mass.....	0	12,457	25	1,002	779
163	Marlborough, Mass.....	1,700	21,060	300	2,000	1,000
164	Medford, Mass.....					
165	Melrose, Mass.....					
166	Middleborough, Mass.....	1,000	11,000	0	390	
167	Milford, Mass.....	1,500	15,108	25	929	1,075
168	Montague, Mass.....		9,079	300	716	592
169	Natick, Mass.....					
170	New Bedford, Mass.....		75,870			
171	Newburyport, Mass.....					
172	Newton, Mass.....	2,800	82,046	300	5,906	5,516
173	North Adams, Mass.....	1,700	19,529			
174	Northampton, Mass.....	1,000	23,628		1,429	921
175	Palmer, Mass.....					
176	Peabody, Mass.....		19,697	485	1,790	1,839
177	Pittsfield, Mass.....	1,500	28,963	50	1,412	2,260
178	Plymouth, Mass.....					
179	Quincy, Mass.....					

* From Report of the Commissioner of
Education for year 1884-'85.
a Total of items reported.

b Based on enrollment.
c Amount paid for all school purposes from
money raised by taxation.

5,000 inhabitants and over, &c.—PART IV—Continued.

Expenditures.			Amount carried forward to next year.	Average expenses per capita.		Total taxable property in the city.		Tax for school purposes.	
Incidental or contingent expenses.	Total expenditure.	Supervision and instruction, based on average daily attendance.		Incidental or contingent expenses, based on average daily attendance.	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.	
School books supplied for use of pupils.	All other supplies and current expenses.								
56	57	58	59	60	61	62	63	64	65
\$200	\$2,500	\$25,245		\$12 11	\$3 54	\$10,000,000	\$6,000,000	1.6	2.6
250		9,000				3,000,000			
	2,170	13,700							
		8,417	\$2,592						
		6,983	901				2,573,960		
		34,700							
1,374	2,671	89,584	0	69 41	2 47	32,967,000	32,967,000	2.72	2.72
100	507	12,485		9 06		4,000,000	3,755,831	3.18	3.38
		14,000					3,328,595		
41,927	62,621	810,754	0	16 58	4 63	262,000,000	262,000,000	2.3	2.3
43	474	9,191	0	7 68		3,000,000	3,600,000		
1,376	1,008	21,146		11 00	3 56		3,000,000		4.31
		12,425							
		49,820							
		43,091							
		10,138							
		2,036,469							
		63,568							
		43,771					26,646,500		1.64
10,681	2,943	215,406					59,445,670		4
5,252	2,099	84,240		14 81	3 97	18,806,662	18,806,662	5.2	5.2
		27,998							
1,899	2,164	86,184	315	12 30	5 25		5,150,000		5.5
1,566	756	16,804		12 92			3,569,180		4.8
1,147	2,374	44,311		23 17		7,000,000	5,232,551	4	6
1,500	1,000	38,700		12 61	4 46		5,133,600		5.5
7,906		141,813							
4,856	4,073	60,716	0	15 48	6 38		11,945,387		5.5
		34,425							
1,300	250	14,232	0	9 61	2 49	3,500,000	2,900,000	4	5
2,784	2,373	70,891	0	13 30	3 22	13,000,000	12,233,235	5.44	5.78
737		10,603					2,787,873		
4,398	913	73,253	0	17 32	5 86	24,000,000	15,406,123	3.3	4.6
4,094	4,406	77,939		16 06	5 92	22,467,894	16,135,525	3.47	4.83
		33,500							
5,000	4,139	88,574	0	13 84	4 00		27,144,050		
1,211	1,189	18,195							
5,949	11,480	211,713	1,249	19 43	6 26	56,000,000	53,193,942		
5,078	8,847	127,152		15 45	4 21	29,305,809	29,305,809	10	10
1,525	5,367	56,855	0	18 10	6 48		13,358,800		3.8
1,173	685	17,195	128	11 50	4 37	5,067,500	4,250,600	2.9	3.9
1,280	1,100	29,140				4,200,000		7	
		38,324							
		24,626							
1,000	599	15,489					2,714,577		
1,266	963	21,171		(17 59)					
1,583	1,011	29,379		10 25	4 70	3,500,000	2,889,187		
	f22,677	23,475							
		103,744	15						
		25,090							
	(14,388)	138,939					28,999,820		
	g706	32,057		12 02		6,914,534	5,185,901	4	5
1,657	924	31,986	984	13 23		8,646,681	8,646,681	3.7	3.7
		13,743							
1,678	1,351	27,790					6,660,000		4
1,600	3,210	38,995		12 42	3 47	7,886,943	5,915,207		
		24,000							
		45,071							

d For day pupils only.

e Also \$1,663 expended for evening schools not included in the above report.

f Total incidental or contingent expenses.

g Expense of evening and drawing schools.

TABLE 14.—School statistics of cities and towns containing

	City or town.	Expenditures.				
		Tuition.		Incidental or contingent expenses.		
		Cost of super- vision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.
1	51	52	53	54	55	
180	Rockland, Mass.	\$292	\$9,481	.....	\$433	\$375
181	Salem, Mass.	.....	64,481	.....	4,340	3,675
182	Somerville, Mass.	.....	80,942	.....	4,020	4,928
183	Southbridge, Mass.	2,000	9,341	.....	280	425
184	Spencer, Mass.	1,012	13,610	.....	1,447	1,152
185	Springfield, Mass.	1,000	85,499	\$925	7,389	4,581
186	Stoneham, Mass.	400	10,618	.....	927	1,345
187	Stoughton, Mass.	.....	.....	.....	.....	.....
188	Taunton, Mass.	1,900	41,410	400	3,000	2,500
189	Wakefield, Mass.	.....	.....	.....	.....	.....
190	Waltham, Mass.*	.....	.....	.....	.....	.....
191	Ware, Mass.	.....	.....	.....	.....	.....
192	Watertown, Mass.	.....	.....	.....	.....	.....
193	Webster, Mass.	.....	.....	.....	.....	.....
194	Westfield, Mass.*	600	17,228	.....	1,400	1,364
195	Weymouth, Mass.	1,755	22,331	0	1,834	1,600
196	Woburn, Mass.	1,500	24,429	.....	1,850	1,600
197	Worcester, Mass.	3,271	170,966	3,202	8,871	8,771
198	Adrian, Mich.	1,600	12,472	150	1,339	1,233
199	Ann Arbor, Mich.	1,600	21,855	400	1,200	1,033
200	Battle Creek, Mich.	1,500	13,243	(1,228)	.....	1,186
201	Bay City, Mich.	2,000	23,975	.....	4,057	3,200
202	Coldwater, Mich.	1,200	8,664	200	948	652
203	Detroit, Mich.*	4,000	186,342	3,980	14,803	13,051
204	East Saginaw, Mich.	2,767	38,981	1,600	5,000	3,000
205	Flint, Mich.	1,500	15,134	250	1,825	1,582
206	Grand Rapids, Mich.	2,250	86,426	1,625	10,597	7,737
207	Jackson, Mich. { District No. 1	1,800	20,095	275	1,900	1,432
	Jackson, Mich. { District No. 17*	.....	8,898	300	843	645
208	Kalamazoo, Mich.	2,000	22,755	300	1,968	2,025
209	Ludington, Mich.	.....	.....	.....	.....	.....
210	Marquette, Mich.	(10,974)	.....	.....	.....	.....
211	Menominee, Mich.	1,000	7,842	150	595	.....
212	Muskegon, Mich.*	1,800	30,283	61,100	3,250	1,800
213	Port Huron, Mich.	1,500	12,960	0	2,340	2,000
214	Saginaw, Mich.	1,800	17,820	200	2,071	1,319
215	West Bay City, Mich.	1,500	10,968	50	1,392	689
216	Duluth, Minn.	2,200	17,962	500	2,622	2,230
217	Faribault, Minn.	.....	.....	.....	.....	.....
218	Mankato, Minn.	.....	.....	.....	.....	.....
219	Minneapolis, Minn.	(185,839)	.....	973	17,406	13,264
220	Red Wing, Minn.	.....	.....	.....	.....	.....
221	Rochester, Minn.	.....	.....	.....	.....	.....
222	St. Paul, Minn.	.....	.....	.....	.....	.....
223	Stillwater, Minn.	(20,858)	.....	300	1,646	1,474
224	Winona, Minn.	.....	.....	.....	.....	.....
225	Natchez, Miss.	.....	9,135	.....	600	125
226	Vicksburgh, Miss.	300	11,880	.....	800	300
227	Carthage, Mo.	1,100	9,225	138	954	350
228	Hannibal, Mo.	1,500	15,464	6,028	949	1,222
229	Jefferson City, Mo.	.....	.....	.....	.....	.....
230	Kansas City, Mo.*	.....	.....	.....	.....	.....
231	St. Charles, Mo.	.....	4,900	150	420	94
232	St. Joseph, Mo.	2,000	43,111	1,200	5,550	2,123
233	St. Louis, Mo.	(690,214)	.....	25,684	61,004	11,948
234	Sedalia, Mo.*	1,400	17,921	125	1,656	640
235	Springfield, Mo.	1,800	9,498	200	1,040	255
236	Grand Island, Nebr.	1,500	11,263	180	1,250	870
237	Hastings, Nebr.	1,320	7,650	100	720	1,052
238	Lincoln, Nebr.	1,800	24,131	300	1,689	1,855

*From Report of the Commissioner of Education for year 1884-'85.

a Amount paid for all school purposes from money raised by taxation.

5,000 inhabitants and over, &c.—PART IV—Continued.

Expenditures.		Total expenditure.	Amount carried forward to next year.	Average expenses per capita.		Total taxable property in the city.		Tax for school purposes.	
School books supplied for use of pupils.	All other supplies and current expenses.			Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.
56	57	58	59	60	61	62	63	64	65
\$964	\$722	\$13,152				\$2,319,133	\$2,319,133		180
4,000	5,011	81,507							181
2,322	7,374	125,833		\$17 72	\$3 98	26,003,200	26,003,200	5.2	5.2
563	334	12,610	\$2,515	17 09	2 64	4,611,051	3,074,034	3.25	5
1,696	2,168	21,073					3,877,950		184
4,700	3,897	117,012		19 00			36,782,202		3.1
1,383	912	15,585		13 82	5 73	4,000,000	3,194,515	4.01	5.02
		a11,725							187
2,000	3,548	57,758				20,442,673	16,353,738	2.8	3.5
		a20,284							189
		67,000					10,391,660		3.6
		a13,073							191
		a40,700							192
		a7,055							193
2,017	2,108	35,666		14 41	6 34	6,189,202	6,189,202		3.7
2,212	3,516	34,049		0	13 85	8,504,300	5,669,535	4	2.66
1,703		34,645	3,829	16 02	3 18		7,872,522		4.4
8,763	7,697	270,035		0	16 38	54,566,389	55,112,052	4.14	4.16
		18,556		14 00	3 93				197
b1,629	2,500	35,064	1,333	15 25	3 67	4,991,100	4,991,100	5.1	5.1
133	12,324	37,351		10 98	3 64	6,626,604	3,343,307	1.92	.96
		45,586		11 17	3 13	15,000,000	10,000,000		200
20	4,842	d18,107		12 10	5 90		3,670,235		3.5
429	9,170	310,012		14 15	5 62	110,721,995	110,721,995	2	2
4,800	4,289	77,075		11 93		9,160,000	9,160,000	8.5	8.5
208	372	33,133	8,345	12 34	3 14	4,562,765	4,562,765	7	7
	71,466	214,587		14 02			17,563,890		5.7
		32,686		15 01					207
b1,270	693	15,925					1,800,000		6.6
	1,756	56,728	4,606	12 23	3 15		6,169,120		7
									208
									209
		e10,572	22,446	245			2,253,770		8.06
		d15,098	3,584				2,180,000		5.6
150	4,188	60,414		13 47	3 94				211
38		26,888					4,084,250		212
	7,509	47,578	18,548						213
200	3,474	20,831		9 98		6,000,000	2,000,000	3	10.4
150		54,824							214
									215
									216
									217
100	8,800	e452,369	93,458	17 63	4 96	140,000,000	100,000,000	2.28	3.2
									218
									219
		406,836	26,297	25 23	3 05				220
	2,746	31,261					4,000,000		4
									6.9
0	100	10,460		14 50	1 09				223
0	250	16,330	1,470	10 78	1 02	6,000,000	3,750,000	2.5	4
	1,422	19,368	7,647				1,500,000		8.5
278	1,458	62,118				6,000,000	3,001,018		5
							1,344,517		229
		222,835				100,000,000	35,000,000	4	230
		6,269	419				1,963,445		231
	5,981	62,178	2,674	13 57	5 13		13,000,000		6.5
4,478	46,220	1,070,685	17 91	3 87	3 87	277,213,800	207,910,350	5.33	4
b1,800	1,200	28,342					3,146,650		10
c1,200	2,006	20,051	6,600	7 34	2 27		2,275,827	9	9
	809	16,714		15 21	3 70	4,000,000	700,000	2.6	15
		20,112	13,374			2,936,760	978,920	3.66	11
50	5,175	58,487	16,432			10,000,000	2,383,307	1.7	8.5

b Debt and interest.

c Total incidental or contingent expenses.

d Total of items reported.

e Includes \$98,222 unclassified.

f Interest.

TABLE 14.—School statistics of cities and towns containing

City or town.	Expenditures.					
	Tuition.		Incidental or contingent expenses.			
	Cost of super- vision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	
1	51	52	53	54	55	
239 Omaha, Nebr.....		\$3,000	\$96,643	\$1,500	\$0,049	\$7,728
240 Gold Hill, Nev.....			7,280	90	720	
241 Virginia City, Nev.....			13,389	90	1,300	
242 Claremont, N. H.....		150	4,015	0	141	375
243 Concord, N. Hd.....			23,364	a174		
244 Dover, N. H.....		1,000	16,499	150	1,282	1,527
245 Keene, N. Hd.....			11,569			
246 Manchester, N. H.....		1,800	41,689	280	3,249	3,169
247 Nashua, N. H*.....		1,000	26,932	451	1,822	1,421
248 Portsmouth, N. H.....		600	17,384	66	985	1,087
249 Rochester, N. Hd.....			10,217	a5,316		
250 Somersworth, N. H.....		60	6,650			
251 Atlantic, N. Jd.....		162	8,706		841	472
252 Bridgeton, N. Jd.....			12,354		686	907
253 Camden, N. J.....		900	62,548	1,960	8,002	1,000
254 Elizabeth, N. J.....		700	33,639	500	2,220	1,113
255 Gloucester City, N. J.....			5,950	25	480	387
256 Harrison, N. J.....		650	6,000	175	650	130
257 Hoboken, N. J*.....			66,771			
258 Jersey City, N. J.....		2,600	183,414	1,500	14,199	8,710
259 Millville, N. Jd.....		550	15,957		984	863
260 Morristown, N. Jd.....			10,704	150	621	412
261 Newark, N. J.....		2,500	239,765	4,765	18,791	10,230
262 New Brunswick, N. J.....		2,500	20,615	93,467	1,700	41,105
263 Orange, N. J.....		(21,815)		300	1,486	41,407
264 Passaic, N. Jd.....			12,202	250	1,360	481
265 Paterson, N. J.....		2,000	76,982	1,200	8,567	3,073
266 Perth Amboy, N. J.....		1,100	4,154	225	480	190
267 Phillipsburgh, N. J.....		1,280	12,470	380	720	400
268 Plainfield, N. J.....		2,250	15,792	150	1,693	791
269 Rahway, N. J.....		400	10,313	0	775	522
270 Salem, N. Jd.....		139	7,142		479	329
271 Trenton, N. Jd.....		500	41,159	200	2,940	2,624
272 Albany, N. Y.....		2,500	152,616	2,037	8,419	414,934
273 Auburn, N. Y.....		2,000	37,548		3,559	2,637
274 Binghamton, N. Y.....		(35,751)		2,120	4,157	2,246
275 Brooklyn, N. Y.....		(940,857)				
276 Buffalo, N. Y.....		4,500	358,167	1,644	19,386	14,076
277 Cohoes, N. Y.....		1,485	24,684	600	2,854	1,461
278 Cortland, N. Y.....		800	3,200		384	715
279 Dunkirk, N. Y.....			16,398	150	2,218	1,490
280 Elmira, N. Y.....		1,593	39,374	189	3,333	2,129
281 Gloversville, N. Y.....		1,500	9,887	100	600	
282 Hoosick Falls, N. Y.....			11,817	110	1,200	973
283 Hornellsville, N. Y.....			15,127	200	1,573	1,108
284 Hudson, N. Y.....		800	9,926		426	468
285 Ithaca, N. Y.....		2,000	14,342	100	1,398	1,027
286 Jamestown, N. Y.....		(21,429)		250	1,199	1,300
287 Kingston, N. Y. (two-fifths of city)*.....		1,100	18,039	300	2,438	1,175
288 Lansingburgh, N. Y.....		1,500	12,446	206	1,067	619
289 Little Falls, N. Y.....		1,400	10,128	100	300	600
290 Lockport, N. Y.....		1,400	22,479		1,597	1,603
291 Long Island City, N. Y*.....			27,474	500	2,830	1,525
292 Newburgh, N. Y*.....		1,500	31,057		1,580	1,828
293 New York, N. Y.....		(3,022,993)		83,403	123,285	79,696
294 Ogdensburgh, N. Y.....		(15,206)				
295 Oswego, N. Y.....		1,500	23,247		3,731	2,223
296 Port Jervis, N. Y.....		1,500	11,237	100	1,197	1,009
297 Poughkeepsie, N. Y.....		1,600	27,260	300	1,797	1,608

* From Report of the Commissioner of Education for year 1884-'85.

a Debt and interest.

b Total incidental or contingent expenses.

c Total of items reported.

d These statistics are for the year 1884-'85.

5,000 inhabitants and over, &c.—PART IV—Continued.

Expenditures.			Amount carried forward to next year.	Average expenses per capita.		Total taxable property in the city.		Tax for school purposes.		
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.	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.	
56	57	58	59	60	61	62	63	64	65	
\$1,068	\$34,175	\$260,057	\$4,003	\$21 20	\$11 38	\$100,000,000	\$11,898,317	.5	5	239
		9,085				1,010,600	505,320		5	240
		16,651				3,508,120	1,503,560		5	241
10	426	65,717				2,500,000	2,397,322	2.5		242
	68,034	32,831								243
50	1,081	23,130	233	16 18	3 65	8,212,430	8,212,430	2.77	2.77	244
	61,153	14,222								245
(3,660)		58,520		17 03	4 06		21,379,384		2.6	246
400	1,928	36,254		e15 90	e4 72		9,333,800			247
(1,019)		c22,641								248
	62,999	19,500								249
958	916	8,584		11 00	3 07	1,700,000	1,700,000	7	7	250
	300	11,175								251
	1,727	17,870								252
10,000	3,705	134,973		12 67	4 93	15,000,000	21,000,000	5.5	3.3	253
3,102	2,568	71,746	16,449	12 98	3 59	12,000,000	11,601,950		4	254
302	675	8,129		9 95		3,000,000	1,700,000		7	255
500	600	9,505		14 63		2,000,000	1,500,000	2	1.5	256
	b15,906	82,677								257
2,551	5,964	224,826		(f14 99)						258
	1,237	24,280								259
	762	13,461								260
16,510	7,437	351,685	38,020	(f16 30)			93,276,277			261
	1,213	36,358	2,651	12 86						262
307	1,118	29,092		18 26		10,500,000	5,204,000		1.6	263
	1,592	19,177								264
5,534	11,428	128,039		10 80	4 08	50,060,000	24,000,000	1.5	3.25	265
281	440	7,988	4,819	11 27	3 49	3,497,550	1,748,775	2	4	266
50	2,046	18,687	273							267
503	6,124	54,398	3,118	17 71	4 14	9,000,000	4,793,070	5.62	3	268
999	541	13,884		12 29						269
	568	12,017								270
	3,171	53,134								271
2,655	6,638	220,849	77,037	16 05	3 59	66,000,000	66,000,000	2.3	2.3	272
82	1,375	67,781	6,362	13 29	2 57	15,500,000	10,932,880	3.48	4.92	273
	699	50,109	6,520	12 48	3 22	15,334,348	15,334,348	1	1	274
	b202,809	1,669,752	1,084,789							275
291	3,962	538,829	212,934	20 10	2 17					276
	2,044	41,361	20,364			11,000,000	11,000,000			277
		9,482					1,542,746			278
20	3,686	25,633	4,543	15 92	7 34		1,937,304		10.3	279
27	1,792	64,054	1,731	12 67	2 36	11,924,692	11,924,692	4.12	4.12	280
(1,224)		18,090		11 07	1 87					281
85	6,185	20,370								282
23	1,747	45,401				4,273,635	4,273,635	5.8	5.8	283
37	88	13,889				5,764,295	5,764,295	1.5	1.5	284
901	939	29,974	5,606	12 28	3 34	6,000,000	2,716,324	3.3	7.4	285
	491	26,919	45	12 92	1 95		2,615,165		5.47	286
103	1,737	31,458		16 53	6 56	5,970,835	5,970,835	4.19	4.19	287
50	6,095	23,418	221	13 66	7 87		5,500,000		2.88	288
15	1,016	15,280		14 91	2 63	4,060,000	1,218,233	3.53	9	289
77	839	30,047		12 42			5,685,840		3.9	290
	7,929	43,463								291
a953	2,691	58,633								292
138,681	78,949	4,057,032		19 67	3 31	2,100,060,000	1,420,968,286	1.9	2.8	293
	64,888	24,543	12,817							294
	3,343	46,784		12 14	6 81	12,260,490	9,210,314	2.85	3.8	295
	807	17,523	4,479	9 43	2 30	4,500,000	1,308,748	2.01	6.87	296
	2,267	40,672	16,306	12 81		11,733,830	11,733,830	2.55	2.55	297

e For day pupils only.

f Total expenses per capita.

g Bonds and interest.

h Fuel and light.

i Includes \$4,421 for bonds and interest.

j For two years.

TABLE 14.—School statistics of cities and towns containing

City or town.	Expenditures.				
	Tuition.		Incidental or contingent expenses.		
	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.
298 Rochester, N. Y.	\$2,200	\$160,164	\$4,163	\$13,319	\$14,311
299 Rome, N. Y.	1,500	14,523	.....	1,080	840
300 Saratoga Springs, N. Y.	1,550	20,145	650	1,904	2,284
301 Schenectady, N. Y.	2,000	20,941	.....	1,476	1,412
302 Sing Sing, N. Y.	1,947	9,760	.....	696	420
303 Syracuse, N. Y.	2,083	103,911	830	6,584	3,919
304 Troy, N. Y.	2,100	96,158	1,450	8,370	4,311
305 Utica, N. Y.	2,500	63,210	900	4,526	4,769
306 Watertown, N. Y.	(18,747)	.....	.....	.....	.....
307 West New Brighton, N. Y.	1,500	6,724	.....	499	310
308 Yonkers, N. Y.	3,338	37,567	575	3,066	2,313
309 Charlotte, N. C. ....	.....	.....	.....	.....	.....
310 Raleigh, N. C. ....	.....	.....	.....	.....	.....
311 Wilmington, N. C. ....	.....	.....	.....	.....	.....
312 Akron, Ohio.	2,500	40,719	430	4,709	1,622
313 Ashtabula, Ohio.	400	8,000	50	617	.....
314 Bellaire, Ohio.	(11,731)	.....	.....	.....	.....
315 Canton, Ohio. ....	.....	.....	.....	.....	.....
316 Chillicothe, Ohio.	2,000	23,984	300	1,630	541
317 Cincinnati, Ohio.	3,567	590,633	8,443	32,021	12,193
318 Circleville, Ohio.	1,800	14,500	.....	1,295	489
319 Cleveland, Ohio.	12,684	379,539	9,892	36,169	10,946
320 Columbus, Ohio.	22,000	122,409	2,281	16,198	3,672
321 Dayton, Ohio.	4,000	110,582	.....	.....	.....
322 Defiance, Ohio.	(9,600)	.....	.....	.....	.....
323 Delaware, Ohio.	(12,964)	.....	.....	.....	.....
324 East Liverpool, Ohio. ....	.....	.....	.....	.....	.....
325 Elyria, Ohio.	1,600	9,890	50	740	300
326 Fremont, Ohio.	1,350	9,885	.....	.....	.....
327 Galion, Ohio.	1,600	9,000	200	1,000	800
328 Hamilton, Ohio.	1,850	26,230	325	3,300	1,500
329 Ironton, Ohio.	1,800	15,374	.....	.....	.....
330 Lancaster, Ohio.	1,500	14,338	200	1,325	.....
331 Lima, Ohio.	1,500	12,223	100	1,716	.....
332 Mansfield, Ohio.	(19,637)	.....	.....	.....	.....
333 Marietta, Ohio.	1,500	11,115	.....	.....	.....
334 Massillon, Ohio.	(14,001)	.....	.....	.....	.....
335 Mount Vernon, Ohio.	1,600	9,807	150	750	1,000
336 Newark, Ohio. ....	.....	.....	.....	.....	.....
337 Norwalk, Ohio.	1,400	12,100	50	1,000	3,747
338 Piqua, Ohio.	(11,675)	.....	.....	.....	.....
339 Pomeroy, Ohio.	(7,395)	.....	.....	.....	.....
340 Portsmouth, Ohio.	1,700	17,118	125	1,598	655
341 Salem, Ohio.	1,600	8,800	260	1,104	543
342 Sandusky, Ohio.	2,500	26,000	150	2,732	2,300
343 Springfield, Ohio.	(53,487)	.....	.....	.....	.....
344 Steubenville, Ohio.	1,575	22,819	325	2,286	829
345 Tiffin, Ohio.	1,350	13,566	.....	.....	.....
346 Toledo, Ohio.	(83,969)	.....	.....	.....	.....
347 Urbana, Ohio.	(12,700)	.....	.....	.....	.....
348 Wooster, Ohio.	(13,113)	.....	.....	.....	.....
349 Xenia, Ohio.	(17,847)	.....	.....	.....	.....
350 Youngstown, Ohio.	(28,128)	.....	.....	.....	.....
351 Zanesville, Ohio.	(36,639)	.....	.....	.....	.....
352 Portland, Oreg.	2,000	63,420	1,641	5,494	1,888
353 Allegheny, Pa. ....	.....	132,901	.....	.....	.....
354 Allentown, Pa.*.	1,200	24,898	550	2,237	2,010
355 Altoona, Pa.	1,208	24,667	120	3,667	892
356 Ashland, Pa.	1,200	7,440	719	842	751
357 Beaver Falls, Pa.	1,350	8,000	100	700	250

* From Report of the Commissioner of Education for year 1884-'85.

α Total incidental or contingent expenses.
β Includes \$15,425 for bonds and interest.

5,000 inhabitants and over, &c.—PART IV—Continued.

Expenditures.			Amount carried forward to next year.	Average expenses per capita.		Total taxable property in the city.		Tax for school purposes.		
Incidental or contingent expenses.	Total expenditure.	Supervision and instruction, based on average daily attendance.		Incidental or contingent expenses, based on average daily attendance.	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.		
School books supplied for use of pupils.	All other supplies and current expenses.									
56	57	58	59	60	61	62	63	64	65	
\$1,051	\$8,173	\$234,770	\$1,167	\$15 11	\$3 81	\$75,514,275	\$75,514,275	3.09	3.09	298
.....	3,564	21,507	.....	13 40	.....	.....	.....	.....	.....	299
.....	13,512	51,381	16,728	.....	.....	.....	4,214,190	.....	.....	300
.....	.....	28,109	.....	14 33	1 80	15,000,000	8,100,000	1.43	2.66	301
.....	1,226	19,699	282	16 00	3 20	.....	1,767,755	.....	6.13	302
1,000	2,794	137,596	97,103	13 61	1 94	40,000,000	34,322,540	3.02	3.69	303
1,100	2,560	136,266	14,825	17 02	3 09	46,660,922	46,660,922	2.62	2.62	304
450	7,968	91,949	.....	15 36	4 35	21,000,000	18,386,430	3.11	3.45	305
.....	65,302	42,406	.....	.....	.....	.....	.....	.....	.....	306
836	1,976	12,645	.....	19 04	8 38	5,000,000	.....	1.5	.....	307
2,667	3,324	70,078	.....	21 18	7 83	18,659,486	18,659,486	2.7	2.7	308
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	309
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	310
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	311
250	4,317	6131,045	33,569	12 29	3 22	20,000,000	9,600,426	4.3	9	312
.....	.....	69,067	.....	13 61	.....	.....	.....	.....	.....	313
.....	.....	22,965	.....	.....	.....	.....	.....	.....	.....	314
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	315
47	1,023	32,102	13,607	15 48	.....	8,263,525	5,509,350	3.4	5	316
1,906	51,816	832,854	.....	20 46	3 66	.....	170,858,890	.....	3.90	317
10	.....	24,640	20,060	16 12	.....	.....	.....	.....	.....	318
2,477	63,743	546,592	78,366	16 62	5 22	.....	.....	.....	.....	319
124	6,612	243,811	27,562	18 04	3 60	70,000,000	36,990,100	2.75	5.5	320
.....	.....	202,994	52,892	.....	.....	.....	.....	6	.....	321
.....	.....	16,689	.....	.....	.....	.....	.....	.....	.....	322
.....	.....	22,936	.....	.....	.....	.....	.....	.....	.....	323
.....	.....	.....	.....	.....	.....	2,500,000	1,700,000	4	6	324
.....	1,761	18,892	.....	14 54	.....	.....	2,250,000	.....	.....	325
.....	2,843	18,035	6,583	13 58	3 44	3,000,000	2,150,000	3	4.5	326
.....	.....	15,035	.....	10 87	2 05	3,000,000	2,000,000	5	3.3	327
850	606	36,261	11,564	15 28	3 31	8,378,053	5,996,679	3.5	5	328
.....	.....	24,121	2,469	.....	.....	.....	3,000,000	.....	.....	329
40	2,691	22,184	4,458	.....	.....	.....	2,768,094	.....	.....	330
.....	2,329	21,106	9,741	9 98	3 01	.....	3,278,795	.....	5.5	331
.....	.....	32,911	.....	.....	.....	.....	.....	.....	.....	332
.....	.....	16,396	9,507	.....	.....	2,237,783	2,237,783	4.45	4.45	333
.....	.....	23,156	.....	.....	.....	.....	.....	.....	.....	334
50	3,254	16,611	2,741	10 13	4 50	.....	.....	5.65	5.65	335
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	336
.....	2,300	20,797	.....	14 00	6 32	.....	2,517,075	.....	7.1	337
.....	.....	41,013	.....	.....	.....	.....	.....	.....	.....	338
.....	.....	10,679	.....	.....	.....	.....	.....	.....	.....	339
.....	6,043	28,202	9,734	10 67	4 78	5,857,502	4,368,142	3.75	5	340
10	938	17,297	10,222	.....	.....	6,000,000	2,000,000	.....	.....	341
75	2,017	61,729	15,698	12 41	3 17	12,000,000	5,760,201	7	3.4	342
.....	.....	100,739	.....	.....	.....	.....	.....	.....	.....	343
0	1,442	36,809	14,590	13 54	3 63	.....	5,002,210	.....	7.2	344
f3,900	4,985	23,801	10,514	14 74	4 92	6,000,000	3,218,000	3.33	6.5	345
.....	.....	222,920	.....	.....	.....	.....	.....	.....	.....	346
.....	.....	24,992	.....	.....	.....	.....	.....	.....	.....	347
.....	.....	17,315	.....	.....	.....	.....	.....	.....	.....	348
.....	.....	26,709	.....	.....	.....	.....	.....	.....	.....	349
.....	.....	52,076	.....	.....	.....	.....	.....	.....	.....	350
.....	.....	58,047	.....	.....	.....	.....	.....	.....	.....	351
0	14,212	129,362	.....	21 81	7 75	21,000,000	14,000,000	.....	5	352
.....	489,836	266,192	.....	.....	.....	.....	.....	.....	.....	353
g700	25,101	57,292	.....	.....	.....	.....	7,889,610	.....	6.5	354
.....	8,299	56,712	8	8 45	4 24	6,900,000	2,300,000	6.66	20	355
150	1,659	16,285	.....	10 49	5 03	.....	1,241,305	.....	10	356
.....	.....	18,419	.....	.....	.....	.....	1,058,500	.....	9	357

c Total of items reported.

d Based on enrolment.

e Includes \$6,542 paid for indebtedness.

f Bonds and interest.

g For indebtedness.

TABLE 14.—School statistics of cities and towns containing

City or town.	Expenditures.				
	Tuition.		Incidental or contingent expenses.		
	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.
1	51	52	53	54	55
358 Bethlehem, Pa.....	\$1,020	\$5,351	\$200	\$500	\$444
359 Bradford, Pa.....	2,000	18,260	426	1,585	1,615
360 Bristol, Pa.....		5,998			
361 Carbondale, Pa.....		9,097			
362 Carlisle, Pa.....	640	9,372	461		476
363 Chambersburgh, Pa.....	800	10,678	400	772	500
364 Chester, Pa.....	1,200	23,673	(c)		1,049
365 Columbia, Pa.....		10,482			
366 Coudersport, Pa.....		5,320	175	520	311
367 Corry, Pa.....		6,162			
368 Danville, Pa.....		8,885			
369 Dunmore, Pa.....		7,532	140	350	408
370 Easton, Pa.....	1,600	24,808	1,208	3,497	2,655
371 Erie, Pa*.....	3,000	44,876	1,740	5,934	3,895
372 Franklin, Pa.....		12,425			
373 Harrisburgh, Pa.....	1,500	46,688	960	4,374	2,267
374 Hazleton, Pa.....	1,400	10,309	125	654	402
375 Johnstown, Pa*.....		14,011			4315
376 Lancaster, Pa.....	1,500	33,528	225	2,224	2,056
377 Lebanon, Pa*.....	500	10,664	125	448	568
378 Lock Haven, Pa.....	1,191	8,980	369	608	520
379 McKeesport, Pa.....	1,200	13,718			
380 Mahanoy City, Pa.....	1,200	7,186	185	451	1,811
381 Meadville, Pa*.....	2,950	14,427	300	1,875	1,574
382 New Castle, Pa.....	1,000	10,367	150	1,104	930
383 Norristown, Pa.....	900	22,114	1,583	2,275	1,060
384 Oil City, Pa.....		16,468			
385 Philadelphia, Pa.....	14,400	1,205,423	3,811	12,240	54,989
386 Phoenixville, Pa.....	1,200	12,016	200	630	
387 Pittsburgh, Pa*.....	3,333	300,685	7,052	30,762	7,726
388 Pittston, Pa.....		8,133			
389 Plymouth, Pa.....		6,380			
390 Pottstown, Pa.....		8,470			
391 Pottsville, Pa.....	1,700	20,769	560	2,460	1,185
392 Reading, Pa.....	2,000	62,000	2,570	6,500	3,000
393 Scranton, Pa.....		99,269			
394 Shamokin, Pa.....		7,503			
395 Sharon, Pa.....		8,038			
396 Shenandoah, Pa.....	1,500	12,333	1,210	(2,195)	
397 Tamaqua, Pa.....	1,000	4,890	155	552	300
398 Titusville, Pa.....	1,800	13,583	200	1,480	2,151
399 West Chester, Pa.....	(11,850)		423	936	586
400 Wilkesbarre, Pa.....	1,600	47,040	900		4,848
401 Williamsport, Pa.....	1,400	28,980	1,434	3,128	1,900
402 York, Pa*.....	1,300	21,944	550		
403 Bristol, R. I.....	500	9,205		611	418
404 Burrellville, R. I.....					
405 Cranston, R. I.....					
406 Cumberland, R. I.....					
407 East Providence, R. I.....					
408 Johnston, R. I.....	150				
409 Lincoln, R. I.....					
410 Newport, R. I.....	3,000	33,783	500	2,604	1,540
411 Pawtucket, R. I.....	2,000	35,698	150		
412 Providence, R. I.....	4,417	211,217		15,198	8,187
413 South Kingstown, R. I.....	425	7,281	0		
414 Warwick, R. I.....				650	400
415 Westerly, R. I.....	200	15,350		2,089	1,332
416 Woonsocket, R. I.....	500	17,787	142		

* From Report of the Commissioner of Education for year 1884-'85.

a Total of items reported.

b Total incidental or contingent expenses.

c Included in amount paid for teaching.

d Debt and interest.

5,000 inhabitants and over, &c.—PART IV—Continued.

Expenditures.			Amount carried forward to next year.	Average expenses per capita.		Total taxable property in the city.		Tax for school purposes.	
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.	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.
56	57	58	59	60	61	62	63	64	65
\$950	\$455	a\$9,347	.....	\$9 10	\$3 64	\$73,580	.....	4.5	358
659	4,237	33,876	\$2,439	15 40	6 45	.....	\$1,474,702	20	359
.....	b3,960	10,232	.....	.....	.....	.....	.....	.....	360
.....	b3,136	13,341	.....	.....	.....	.....	.....	.....	361
.....	448	17,652	113	.....	.....	.....	.....	.....	362
75	3,010	21,185	.....	8 82	3 66	.....	2,271,000	8	363
(c)	.....	28,049	4,128	.....	.....	.....	.....	4	364
.....	b7,568	19,133	.....	.....	.....	.....	.....	.....	365
.....	1,899	20,819	429	8 99	4 91	.....	2,750,000	4	366
.....	b5,401	16,901	.....	.....	.....	.....	.....	.....	367
.....	b3,485	13,065	.....	.....	.....	.....	.....	.....	368
.....	698	10,966	212	9 57	2 03	.....	.....	20	369
325	3,849	45,905	1,734	14 72	6 09	.....	8,172,919	5	370
380	2,781	80,049	.....	.....	.....	.....	16,500,000	5.5	371
.....	b8,869	23,145	.....	.....	.....	.....	.....	.....	372
100	13,503	86,506	5,992	11 34	5 00	17,748,681	5,916,237	4.33	13 373
.....	1,826	13,297	.....	9 44	2 42	.....	882,012	22	374
.....	3,764	23,596	.....	.....	.....	.....	.....	.....	375
.....	517	50,473	.....	12 05	.....	25,000,000	13,500,000	3	376
.....	338	18,472	.....	8 16	2 00	4,800,000	1,600,060	3.33	10 377
d5,260	232	16,478	.....	10 69	3 52	3,000,000	1,600,000	7	378
.....	1,849	34,645	.....	10 73	.....	.....	5,000,000	5	379
.....	b8,256	28,277	4,250	7 29	2 43	2,000,000	1,266,099	8	13 380
5	844	31,522	.....	13 20	4 97	.....	2,006,380	.....	381
d4,807	2,789	19,625	5,092	.....	.....	.....	3,507,818	5.5	382
.....	1,268	35,174	.....	14 17	4 65	.....	7,354,150	4.5	383
.....	b9,868	30,641	.....	.....	.....	.....	.....	.....	384
120,698	122,180	1,823,253	71,888	.....	.....	672,440,516	611,309,615	18	18.5 385
1,000	23,421	.....	11 89	.....	.....	3,000,000	2,530,215	5	6 386
d114,800	25,648	628,215	.....	(19 80)	.....	.....	121,174,714	.....	..... 387
.....	b5,456	13,589	.....	.....	.....	.....	.....	.....	388
.....	b4,135	11,769	.....	.....	.....	.....	.....	.....	389
.....	b7,789	17,607	.....	.....	.....	.....	.....	.....	390
.....	700	38,369	.....	12 18	.....	.....	3,950,000	9	391
.....	2,000	112,270	.....	13 44	.....	.....	23,000,000	4	392
.....	b103,691	234,697	.....	.....	.....	.....	.....	.....	393
.....	b4,671	14,953	.....	.....	.....	.....	.....	.....	394
.....	b4,948	13,816	.....	.....	.....	.....	.....	.....	395
.....	1,566	44,947	74	8 61	3 09	.....	1,435,000	16	396
.....	150	8,397	503	6 31	1 24	2,400,000	1,200,000	3.5	7 397
394	16,876	37,808	4,176	12 41	.....	.....	.....	.....	398
1,419	709	26,386	448	17 02	6 12	6,339,124	6,339,124	2.5	2.5 399
10	15,682	80,311	.....	13 55	5 97	20,000,000	3,602,886	20	400
75	3,277	54,495	18,486	11 69	3 66	13,000,000	7,000,000	4	7.5 401
d18,598	7,100	51,089	.....	11 61	3 82	10,797,089	7,198,060	3.5	402
775	715	13,000	.....	12 24	3 18	.....	5,618,400	.....	403
.....	.....	8,500	.....	.....	.....	.....	.....	.....	404
.....	.....	8,671	.....	.....	.....	.....	.....	.....	405
.....	.....	16,900	.....	.....	.....	.....	.....	.....	406
.....	.....	16,000	.....	11 81	1 24	7,500,000	4,883,500	1.47	2 407
.....	.....	41,018	.....	.....	.....	.....	.....	.....	409
.....	.....	49,352	1,456	21 66	7 40	.....	28,540,300	1.52	410
.....	.....	87,104	e39,724	f12 88	f4 53	.....	18,015,990	.....	411
3,446	6,540	g347,180	.....	.....	.....	.....	.....	.....	412
0	.....	a8,006	.....	.....	.....	6,000,000	5,722,420	.49	.52 413
.....	2,500	19,918	685	14 80	1 50	.....	4,745,400	.....	414
1,229	1,590	31,029	.....	12 77	4 45	.....	9,511,185	4.5	415

e\$533 returned to the treasury, the buildings for which it was appropriated having been completed.

f For day pupils only.
g\$15,004 of this amount is for evening schools, items not classified.

TABLE 14.—School statistics of cities and towns containing

City or town.	Expenditures.				
	Tuition.		Incidental or contingent expenses.		
	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.
1	51	52	53	54	55
417 Charleston, S. C.	\$2,500	\$68,215	\$900	\$2,280	\$775
418 Columbia, S. C.	1,500	8,062		315	250
419 Greenville, S. C.			0	26	60
420 Clarksville, Tenn.	1,200	6,155		120	180
421 Chattanooga, Tenn.	(24,100)			1,190	487
422 Knoxville, Tenn.	1,500	26,354		1,490	717
423 Memphis, Tenn.	1,800	40,262	(5,386)		1,423
424 Nashville, Tenn.*	6,700	67,095		4,090	2,140
425 Union City, Tenn.	1,000	3,602	75	204	139
426 Austin, Tex.	1,800	21,666	0	807	426
427 Brenham, Tex.	600	8,844		150	181
428 Dallas, Tex.		15,961			
429 Fort Worth, Tex.	2,000	21,682			
430 Galveston, Tex.	2,400	50,000	1,000	1,800	700
431 Houston, Tex.	2,000	24,031			492
432 Marshall, Tex.		6,615			
433 San Antonio, Tex.		39,355			
434 Sherman, Tex.	1,200	8,803		300	245
435 Waco, Tex.	(15,492)				
436 Ogden City, Utah		6,174	600	311	
437 Brattleborough, Vt.		10,048			852
438 Bennington, Vt.	1,300	7,440		550	
439 Burlington, Vt.		16,128			1,187
440 Rutland, Vt.		18,439			1,830
441 St. Albans, Vt.		10,557			681
442 St. Johnsbury, Vt.		8,589			1,200
443 Alexandria, Va.	380	10,383	450	800	541
444 Danville, Va.		10,912	644		
445 Fredericksburgh, Va.		3,571	174		
446 Lynchburgh, Va.	1,470	21,593	150	889	619
447 Manchester, Va.		4,319	280		
448 Norfolk, Va.*	600	17,835	300	520	727
449 Petersburg, Va.	1,620	17,547	250	1,075	1,242
450 Portsmouth, Va.*		9,050	946	200	
451 Richmond, Va.	1,040	77,225	1,463	4,565	2,142
452 Staunton, Va.		5,740	122		
453 Seattle, Wash.	300	15,371	200	1,521	571
454 Tacoma, Wash.	1,700	11,131	250	1,467	354
455 Parkersburgh, W. Va.	1,350	13,914	300	1,000	700
456 Wheeling, W. Va.	1,600	45,879	2,200	2,074	1,752
457 Appleton, Wis.	425	17,986	35	1,500	2,322
458 Eau Claire, Wis.		24,284			
459 Fond du Lac, Wis.	400	15,664			
460 Green Bay, Wis.	250	10,292		790	770
461 Janesville, Wis.*	1,500	12,312	300	1,729	1,350
462 Kenosha, Wis.		6,840			
463 La Crosse, Wis.	2,000	29,362	220	2,834	1,733
464 Madison, Wis.	(18,798)		150	1,270	1,837
465 Milwaukee, Wis.	23,000	209,849	2,200	16,650	12,296
466 Oconto, Wis.	120	7,350		120	450
467 Oshkosh, Wis.	600		200	3,000	4,000
468 Racine, Wis.	1,200	27,147	150	2,120	1,962
469 Sheboygan, Wis.	300	10,338		1,100	
470 Watertown, Wis.					
471 Wausau, Wis.	200	8,532		674	1,066

* From Report of the Commissioner of Education for year 1884-'85.

α Based on enrollment.

5,000 inhabitants and over, &c.—PART IV—Continued.

Expenditures.			Amount carried forward to next year.	Average expenses per capita.		Total taxable property in the city.		Tax for school purposes.		
Incidental or contingent expenses.	Total expenditure.	Supervision and instruction, based on average daily attendance.		Incidental or contingent expenses, based on average daily attendance.	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.		
School books supplied for use of pupils.			All other supplies and current expenses.						60	61	62	63	64	65
\$326	\$1,481	\$95,052	\$1,414	\$15 63	\$1 27				1.75	417
	1,038	11,910	4,713	11 02	1 85		\$3,200,000		2	418
		1,900					1,900,000			419
	323	8,170	101	9 14	77					420
	1,108	27,950	584	11 53	1 33		6,480,960		3	421
	2,925	32,987	3,582	13 00	2 39	\$7,267,840	5,450,880	2	3	422
	7,277	71,184		10 61	3 55		16,454,695		1.5	423
50	3,421	85,753		13 29	2 15	30,000,000	24,893,500		2	424
	274	5,771	10	25 72		1,000,000	675,140		3	425
	4,596	636,591					7,518,211		2.5	426
	1,888	12,900	618	15 55		2,030,000	2,030,000	3.2	3.2	427
	c1,878	18,644	803							428
		26,926				6,000,000		2.25		429
	2,000	91,900				40,000,000	22,000,000		2	430
	2,770	47,847	207	14 40	1 81	11,000,000	8,000,000			431
	c806	7,421	136							432
	c19,183	105,335	3,635							433
	866	b27,145							5	434
	e2,153	d26,708	5,230	14 53	2 00		4,750,000		4	435
	1,673	10,978	368	9 00	3 76	5,000,000	2,000,000	1	2.5	436
	3,682	b16,692					3,883,265			437
		b9,200								438
	3,800	22,629								439
	2,328	24,433								440
	47	12,111								441
	e,774	19,376								442
	264	13,546	4,624	8 23	1 57	4,000,000	4,500,000	5.44	6	443
	1,119	13,617								444
	606	5,017	672							445
	143	26,423	81	11 46	1 27		9,998,662		1.8	446
	1,018	5,792	484							447
	667	21,969		14 51	2 43	11,548,689				448
	312	23,887	27	9 00	2 21		9,193,110		1.4	449
		12,561					3,600,000			450
	893	102,522	42	10 76			43,000,000			451
	1,972	8,048	234							452
	2,551	25,655		13 92	4 30				5.25	453
	618	b24,589		19 92	4 19					454
		b17,264								455
413	1,090	66,989		12 61			17,318,731		3.5	456
50	8,662	51,277	4,510	10 36	7 07	10,500,000	3,293,901	3	10	457
		36,775	15,076							458
	e5,153	22,761	4,767	10 08	3 23					459
20	264	19,868	2,795	10 18	1 71		1,882,333		7.7	460
	1,491	19,997		10 79	4 56	6,000,000	4,055,130	2.66	4	461
	c1,940	9,104	4,773							462
1,787	7,692	67,331	18,285	12 63		15,000,000	7,923,892	2.6	5.3	463
0	4,505	29,044		14 31		10,000,000	3,986,045	2.27	4.07	464
	11,991	277,808	147,093	5 53	2 55		78,861,366		3.5	465
	10	b11,900		7 11						466
	100	57,000	8,000			12,000,000	6,000,000			467
	4,385	b37,971		12 86	3 91	10,000,000	8,277,260	4	4.5	468
	2,339	20,877	13,720				2,530,066		6.3	469
		14,643	9,540							470
	783	15,044								471

b Total of items reported.
c Total incidental or contingent expenses.

d Includes \$1,635 paid for indebtedness.

Cities containing 5,000 inhabitants and over from which no statistics have been received.

City.	State.	City.	State.
Tucson	Arizona.	Annapolis	Maryland.
Stockton	California.	Cumberland	Maryland.
Denver	Colorado.	Alpena	Michigan.
Silver Cliff	Colorado.	Ishpeming	Michigan.
Putnam	Connecticut.	Lansing	Michigan.
Jacksonville	Florida.	Maustee	Michigan.
Athens	Georgia.	Jackson	Mississippi.
Alton	Illinois.	Joplin	Missouri.
Braidwood	Illinois.	Moberly	Missouri.
Champaign	Illinois.	Lincoln	Nebraska.
La Salle	Illinois.	Bayonne	New Jersey.
Mattoon	Illinois.	Burlington	New Jersey.
Pekin	Illinois.	Chambersburgh	New Jersey.
Elkhart	Indiana.	Salem	New Jersey.
Madison	Indiana.	Union	New Jersey.
Muncie	Indiana.	Santa Fé	New Mexico.
New Albany	Indiana.	Amsterdam	New York.
Cedar Rapids	Iowa.	Canandaigua	New York.
Clinton	Iowa.	Edgewater	New York.
Creston	Iowa.	Flushing	New York.
Iowa City	Iowa.	Geneva	New York.
Sioux City	Iowa.	Johnstown	New York.
Atchison	Kansas.	Middletown	New York.
Topeka	Kansas.	New Brighton	New York.
Wyandotte	Kansas.	Oswego	New York.
Bowling Green	Kentucky.	Peckskill	New York.
Frankfort	Kentucky.	Plattsburgh	New York.
Henderson	Kentucky.	Seneca Falls	New York.
Lexington	Kentucky.	West Troy	New York.
Maysville	Kentucky.	Jackson	Tennessee.
Paducah	Kentucky.	Salt Lake City	Utah.
Baton Rouge	Louisiana.	Martinsburgh	West Virginia.
Shreveport	Louisiana.	Manitowoc	Wisconsin.

APPENDIX III.

TRAINING OF TEACHERS.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

REMARKS UPON THE TABLE.

Table 18 presents the statistics of public normal schools reporting to this office for the year 1885-'86. They numbered 116, with 1,115 instructors and 31,801 students. So far as the distinction of sex is noted out of a total of 25,750 normal students, 6,894 were men and 16,106 women; while of 6,051 students in other courses, 2,722 were men and 2,649 women. About four-fifths of the schools are co-educational, the women students being in the majority. The proportion of women to men is relatively greater than the corresponding proportion in the teaching force of the country, though probably not greater than among the teachers of elementary schools and grades, which is the branch of the service that draws most largely upon the normal graduates.

The complaint is renewed from year to year that the number of normal schools is far below the number required to supply the annual demand for new teachers, nevertheless the statistics show considerable increase in the number in a period of years. Comparisons between the totals before us and those for any previous year cannot properly be instituted without taking into account certain changes that have been made in the table this year. Heretofore it has included normal schools and normal departments of universities and colleges. This arrangement was somewhat confusing, as many of the universities and colleges reported no particulars of their normal departments excepting the number of students. Moreover, in several instances, the work of the normal departments of the superior institutions was radically different from that of the normal schools in general, being adapted rather to the preparation of secondary teachers and of supervising officers than to the training of elementary teachers. It was, therefore, deemed advisable to confine Table 18, Part I, to public normal schools supported by State, county, or city appropriations, and to tabulate the statistics of normal departments with those of other departments of their respective institutions. Exceptions have been made to this arrangement in the case of the Branch Normal College of Arkansas Industrial University, State Normal College of University of Nashville, Tennessee, and Hampton Normal and Agricultural Institute, Virginia, which appear in Table 18.

Comparing then the statistics of the present year with those for 1880, we notice, first, that 13 departments included in the earlier table have been dropped; second, that 3 normal schools reported in 1880 no longer appear, while 26 schools not then tabulated are found in the table before us, of which number 23 have been organized since 1880. This gives a net increase of 23 schools reporting in 1885-'86, as compared with the number reporting in 1880. The proportion of graduates from the normal schools varies but little from year to year, being about one-tenth of the whole number of students.

NUMBER OF TEACHERS WHO HAVE RECEIVED NORMAL TRAINING.

The reports of this office from 1881 to 1885, inclusive, but omitting 1883, show that out of 14,419 graduates 8,861 engaged in teaching within a year of the date of graduation. A large proportion of non-graduates also engage in teaching; among these are included many students who were teachers before entering the normal schools, and interrupted their work to gain the benefit of training or of instruction in special branches. The extent to which the teaching force of the country is recruited from normal graduates or from those who have attended normal schools can only be partially shown. The following table summarizes all the specific information on this

point in the current reports received up to date, and shows the ratio of normally-trained teachers to the entire number employed in the States indicated:

States.	Teaching force.	Instructed at normal schools.	Ratio of teachers trained in normal schools to whole number.
			<i>Per cent.</i>
California.....	4,444	905	20
Connecticut.....	3,038	362	12
Kansas.....	3,387	335	4
Maine.....	5,463	567	10
Massachusetts.....	9,670	5,423	56
Minnesota.....	6,813	1,367	20
New Hampshire.....	3,480	365	10
New York.....	31,325	1,260	4
Pennsylvania.....	23,303	5,874	25
Rhode Island.....	1,275	327	26
Vermont.....	4,328	961	22
West Virginia.....	4,925	1,115	23
Wisconsin.....	11,048	1,666	15
Arizona.....	149	13	9

It is to be regretted that so few normal schools preserve any record of the subsequent career of their graduates.

With the hope of exciting greater activity in this respect, statements of efforts made in this direction in two instances are appended to this article (p. 319).

STATE APPROPRIATIONS TO NORMAL SCHOOLS.

By reference to column 5 of Table 18, p. 323, it will be seen how widely the States differ in respect to their appropriations for the work under consideration.

Omitting municipal and county appropriations, there were 5 States that appropriated above \$50,000 each for the current year, while 4 States appropriated less than \$4,000 each.

The significance of these figures will be more fully realized when they are viewed in relation with other conditions as in the following summary:

States.	Population.	Number of normal schools.	Number of instructors.	Total number of pupils.	Number of normal pupils.	Number of normal graduates in 1886.	Total appropriation.	Property valuation.	Ratio of normal-school graduates to number of new teachers required annually.	Appropriation per capita of pupils.
							<i>Dollars.</i>	<i>Dollars.</i>	<i>Per cent.</i>	
New York.....	5,330,491	9	132	3,496	2,693	358	171,768	1,156,896	12	49
Wisconsin.....	1,563,423	5	68	1,403	1,185	98	81,125	2307,000	9	58
Massachusetts.....	1,942,141	5 ^b	51	998	985	222	64,416	458,000	23	65
Pennsylvania.....	4,722,954	10	154	4,372	2,305	434	55,000	1,562,000	21	12
California.....	1,001,293	2	29	750	750	143	54,000	400,000	32	72
Kansas.....	1,284,809	1	11	431	431	33	3,500	80,000	4	8
Florida.....	1,338,406	1	6	75	8	3	3,500	25,000	.....	47
Mississippi.....	1,237,453	1	3	62	24	7	3,000	50,000	1	48
Arkansas.....	935,058	1	3	202	46	8	2,000	30,000	2	10

^a One school not included.

^b Massachusetts Normal Art School not included.

In the present state of our information a summary like the foregoing can only be made suggestive. For instance, we have no positive data for a comparison between the number of normal graduates and the number of new teachers required in any given year.

Several years ago it was estimated that 30 per cent. of the whole body of teachers change annually; more recent estimates indicate that this ratio is too high for a large proportion of the States.

Superintendent Draper, of New York, states that from 3,000 to 4,000 teachers, or

from 7 to 10 per cent. of the entire number, are annually required in that State to fill vacancies. Probably this would be too low an estimate for the majority of the States, but for the purpose of an approximate statement, 10 per cent. of the whole number of teachers reported has been taken to represent the number of new teachers annually required in the States considered, excepting where the precise number was reported. The comparison serves at least to emphasize the discrepancy between supply and demand in the matter of trained teachers.

Comparisons are hardly allowable in respect to appropriations, as in some of the States the whole or nearly the whole amount is expended upon normal pupils only, while in other of the States the larger proportion of the pupils benefited are not in the normal courses. In short, this, as every other similar study of the educational statistics of the United States, is embarrassed by the want of uniformity in the particulars.

It is a fact worthy of special note that the two highest per capita estimates in the table are for States in which all, or nearly all, the students in the schools considered are classed as normal students.

By reference to Table 18 it will be seen that the appropriations for normal schools in Virginia, as reported, amount to \$53,240; but \$10,000 of this sum being the interest on the Agricultural College land-scrip fund granted by the State to the Hampton Normal and Agricultural Institute, hardly seems to come within the definition of a State appropriation, and hence is omitted in the foregoing comparative table.

The sum total of appropriations for all the States, including \$10,000 to Hampton, is \$1,223,549.

The view of what the States are doing to secure trained teachers for the common schools would be incomplete without some notice of teachers' institutes.

The most important particulars relating to these agencies as reported for the current year are here tabulated:

TABLE 15.—Statistics of teachers' institutes for 1885-'86.

	State and county.			Attendance.			Cost.	Appropriation.			Aggregate days of session.
	White.	Colored.	Total.	White.	Colored.	Total.		State.	County.	Peabody fund.	
Alabama.....	13	*6	19	.....	.....	.....	\$2,000	.....	.....	\$2,000	31
Arkansas.....	a104	a10	a114	.....	.....	.....	.....	.....	.....	1,500	a198
California.....	45	.....	45	3,841	.....	3,841	.....	.....	.....	.....	.....
Colorado.....	5	.....	5	.....	.....	.....	.....	.....	.....	.....	60
Connecticut.....	16	.....	16	1,898	.....	1,898	.....	.....	.....	.....	.....
Florida.....	.....	.....	13	.....	.....	.....	.....	.....	.....	.....	.....
Georgia.....	.....	.....	1	500	59	559	69,761	2,474	.....	1,287	.....
Illinois.....	110	.....	110	13,600	.....	13,600	1,500	.....	.....	1,500	24
Indiana.....	92	.....	92	13,734	.....	13,734	27,550	.....	.....	.....	1,429
Kansas.....	84	.....	84	8,992	.....	8,992	9,005	.....	4,500	.....	400
Louisiana.....	.....	.....	a7	.....	.....	a844	26,419	.....	.....	1,000	1,061
Maine.....	21	.....	21	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts.....	11	.....	11	685	.....	685	.....	.....	.....	.....	.....
Minnesota.....	66	.....	66	4,258	.....	4,258	.....	6,000	.....	.....	.....
Missouri.....	96	.....	96	4,044	.....	4,044	e4,208	.....	.....	.....	825
Nebraska.....	66	.....	66	5,359	.....	5,359	11,948	.....	2,840	.....	726
Nevada.....	3	.....	3	225	.....	225	300	100	200	.....	7
New Hampshire.....	10	.....	10	1,047	.....	1,047	1,663	.....	.....	.....	.....
New York.....	77	.....	77	17,500	.....	17,500	.....	.....	.....	.....	.....
North Carolina.....	63	50	113	1,180	814	1,994	3,598	.....	.....	1,000	.....
Ohio.....	88	.....	88	13,332	.....	13,332	20,480	.....	18,424	.....	744
Oregon.....	3	.....	d3	.....	.....	.....	.....	.....	.....	.....	10
Pennsylvania.....	69	.....	69	18,156	.....	18,156	34,609	.....	12,629	.....	344
South Carolina.....	.....	.....	22	892	346	1,148	2,317	1,500	.....	.....	817
Tennessee.....	.....	.....	454	.....	.....	e4,809	.....	.....	.....	1,200	664
Texas.....	31	10	41	1,855	478	2,333	.....	.....	.....	.....	.....
Vermont.....	2	.....	e2	220	.....	220	.....	.....	.....	.....	7
Virginia.....	2	1	3	771	252	1,023	1,575	.....	.....	1,575	96
West Virginia.....	.....	.....	58	6,088	.....	6,088	1,000	500	.....	500	.....
Wisconsin.....	75	.....	75	6,246	.....	6,246	6,696	6,696	.....	.....	477
Dakota.....	53	.....	53	.....	.....	.....	.....	.....	2,794	.....	.....
Montana.....	13	.....	13	.....	.....	.....	.....	.....	.....	.....	42

* Number of counties having institutes.

a From report of superintendent to the agent of the Peabody fund for 32 normal institutes.

b For the 28 county institutes held during 1885 and 1886.

c Cost of instruction only.

d State institutes only.

e In addition to these many "educational meetings" were held.

The above statistics have been drawn from the State reports; the intention having been to include only State and county institutes. In one instance when the counties having had institutes are enumerated but the number of institutes is not given, each county has been credited with one institute. This is indicated by a star in the table.

Table 19 presents the statistics of 36 private normal schools having 279 instructors and 8,524 students, of whom 6,197 are classed as normal students.

In the best of these schools the pedagogical training is modelled very closely upon that of the public normals, and while for obvious reasons the latter are more likely to fulfil the conditions required for a high order of training, the private normals bear a worthy part in the work. The South has been especially indebted to schools of this class for the supply of teachers qualified by virtue of their character and attainments to shape and direct the education of the freedmen. Eleven of the 36 schools included in the table are engaged at the present time in the preparation of teachers for this particular branch of educational work.

COURSES OF INSTRUCTION AND TRAINING.

Thus far our attention has been confined to the amount of provision made by the States for the training of elementary teachers.

The kind of training which is fostered is, if possible, a matter of greater consequence. In a measure this is indicated by the requirements for admission to the normal schools, the subjects embraced in the courses of training, and the duration of those courses.

These conditions necessarily vary with varying economic and social conditions of the States, there being, however, sufficient uniformity to indicate substantially the same purpose throughout the country.

Differences, which upon a cursory view of the facts appear to be great, are generally found to arise, not from difference of opinion as to the essentials of the training, but from a difference in the organization of the schools.

These fall naturally into two classes: one including the schools that combine academic and professional training, and the other those that confine themselves to professional work.

The former very generally admit pupils at 14 years of age, but this, however, implies admission to the general course of study. In no case apparently is it thought advisable to begin the distinctive training for the teacher's work at an earlier age than 16 years, which is the age generally adopted for the admission of women to normal schools for the second class; 17 years being the usual age required for men.

As a rule, schools of the second class also require that candidates for admission shall offer a high-school diploma, or equivalent.

In schools of the first class the course of training and study is from 2 to 4-years duration; in those of the second the course of training is 1 or 2 years.

The conception of special training for elementary teachers, exemplified in the normal schools, may perhaps be best shown by the programmes of normal schools.

For the purpose of such illustration selections must necessarily be made of schools adapted to communities differing in social and industrial conditions.

SCHEME OF STUDY FOR THE MASSACHUSETTS STATE NORMAL SCHOOLS.

Two-years course.—Arithmetic, algebra, geometry, book-keeping, physics, astronomy, chemistry, physiology, botany, zoology, mineralogy, geology, geography, language, reading, orthography, etymology, grammar, rhetoric, literature and composition, penmanship, drawing, vocal music, gymnastics, psychology, science of education and art of teaching, school organization, history of education; civil polity of Massachusetts and of United States, history, school laws of Massachusetts.

Four-years course.—In addition to the studies named above, the four-years course includes advanced algebra and geometry, trigonometry and surveying, advanced chemistry, physics and botany, drawing, English literature, general history, Latin and French required; German and Greek as the principal and visitors of the school shall decide.

The visitors, at the request of the principal of the Worcester school, may have authority to substitute German for French, as they think the interests of the school from time to time demands.

The above is an enumeration of the studies. The order of the studies in the course is determined by the principal of each school, with the approval of the visitors of that school.

Course of instruction.—Connecticut Normal and Training School.

	First year.		Second year.	
	First term.	Second term.	First term.	Second term.
Language.....	Language and grammar.	Grammar and composition.	.....	.....
Literature.....	.....	.....	English authors ($\frac{1}{2}$ term).	Literature (with a course of reading).
Mathematics....	Arithmetic. Algebra ($\frac{1}{2}$ term) optional.	Arithmetic, book-keeping. Geometry ($\frac{1}{2}$ term) optional.	.....	.....
Science.....	Physiology, chemistry.	Chemistry and physics ($\frac{1}{2}$ term).	Chemistry and physics—laboratory work.	Geology. Review of experiments in physics.
Miscellaneous...	Geography.	Geography, history.	Writing and drawing.	.....
Didactics.....	.....	.....	Methods—four subjects.	Principles of teaching (with a course of reading).
School practice..	.....	.....	Observation in model schools.	Practice in model schools.

Course of instruction.—State Normal School, Albany, New York.

REQUIRED STUDIES.

	Junior year.		Senior year.	
	First term.	Second year.	First term.	Second term.
Language.....	English grammar and composition.	English grammar and composition, elocution, rhetoric.	Elocution, composition, criticism.	Elocution, composition, English literature.
Mathematics....	Arithmetic, algebra.	Higher arithmetic, algebra.	Higher algebra, geometry.	Book-keeping, trigonometry, surveying.
Physical science.	Physiology.....	Botany, natural philosophy.	Natural philosophy, astronomy.	Chemistry, geology, natural history, comparative anatomy, use of microscope.
History and geography.	Geography.....	History of the United States.	History, science of government.	.....
Drawing.....	Map drawing.....	.....	Free hand and industrial drawing, kindergarten work.	.....
Mental and moral science.	.....	.....	Ethics.....	Mental philosophy.
Religion.....	.....	.....	.....	Evidences of Christianity.
Music.....	Singing.....	Singing.....	Singing.....	Singing.
Didactics.....	Didactics.....	Didactics.....	Didactics.....	Didactics.
School practice..	.....	.....	Teaching in model school.	.....

COURSE OF INSTRUCTION FOR THE INDIANA STATE NORMAL SCHOOL, WITH EXPLANATORY REMARKS.*

There are three classes of students for whom instruction should be provided.

The first and largest class includes those who wish to prepare for teaching in the common schools in country, town, or city, and who enter the normal school having the minimum amount of scholarship and but little of that mental discipline which results from a full and efficient course of school instruction. These must learn both the matter they are to teach and the method of teaching it, in the normal school. The school must afford them both academic and professional instruction.

Another class of students for whom provision is made is composed of those who have completed the course of study in high schools and academies, and of those who may not possess the scholarship of the high-school graduate, but who are teachers of age

* From report of the State superintendent, Hon. J. W. Holcombe, for 1885-'86.

and experience, and because of their greater maturity are able to keep pace with these graduates.

The third class includes those who have graduated from colleges and universities and who seek such professional training as will fit them to assume the duties of superintendents and principals of high schools.

To adapt the work of the school as fully as possible to the wants of all classes desiring to prepare for teaching, courses of study are provided as follows:

1. Regular English course, 3 years.
2. English and Latin course, 3½ years.
3. Course for graduates of high schools, 2 years.
4. Course for college graduates, 1 year.
5. Post-graduate course, 1 year.
6. Course for graduates of high schools, 1 year.

Programme of regular English course.

First term	Theory	Penmanship, one-half term; reading.	Arithmetic	Grammar.
Second term	Methods in reading and number.	Reading	Arithmetic	Grammar.
Third term	Mental science	Geography	Physiology	United States history.
Fourth term	Mental science	Geography	Composition	United States history.
Fifth term	Methods in grammar, geography, and composition.	Music	Chemistry	General history.
Sixth term	Practice	Drawing	Physics	General history, one-half term; rhetoric, one-half term.
Seventh term	Practice	Physics	Algebra	Literature.
Eighth term	History of education.	Astronomy or geology.	Algebra	Advanced composition.
Ninth term	Science of teaching.	Botany	Geometry	Graduating thesis.

English and Latin course.

First term	Theory	Penmanship, one-half term; reading.	Arithmetic	Grammar.
Second term	Methods in reading and number.	Reading	Arithmetic	Grammar.
Third term	Mental science	Geography	Physiology	United States history.
Fourth term	Mental science	Geography	Composition	United States history.
Fifth term	Methods in grammar, composition, and geography.	Music	Latin	General history.
Sixth term	Latin	Drawing	Physics	General history, one-half term; rhetoric, one-half term.
Seventh term	Practice	Physics	Latin	Literature.
Eighth term	Practice	Latin	Algebra	Advanced composition.
Ninth term	History of education.	Chemistry, astronomy, or geology.	Algebra	Latin.
Tenth term	Science of teaching.	Botany	Geometry	Latin, graduating thesis.

Post-graduate course.

First term	Latin or German	Literature	Algebra	Physics.
Second term	Latin or German	General history	Geometry	Chemistry or astronomy.
Third term	Latin or German	Philosophy of education.	Trigonometry	Zoology or geology.

Applicants for admission to the State schools considered must be at least 16 years of age, must present certificates of good character, must signify their intention to teach in the public schools of the State, and must pass a satisfactory examination in reading, writing, spelling, arithmetic, geography, and English grammar.

History is also required for admission to the Connecticut school.

The Michigan State Normal School may be taken as an example of the small number of normal schools which offer more extended courses of study than the preceding, and which do not limit admission to candidates who pledge themselves to teach.

Students are allowed a choice from five regular courses of study, as follows:

Scientific, 4 years; literary, 4 years; ancient languages, 4 years; modern languages, 4 years; English, 4 years.

Several special courses are also offered.

All of these courses include pedagogics and practice-teachings, and all pupils who graduate and receive diplomas from any course are entitled to legal certificates of qualification to teach in any of the public schools of the State.

Graduates of the English course receive certificates for 5 years; of the other courses, for life.

TWO CLASSES OF NORMAL SCHOOLS.

The question of the comparative advantages of the two classes in which the normal schools of the United States may be grouped is exciting much attention at the present time.

In view of this fact, it may be well to notice the tendencies with reference to the choice between the two where circumstances are favorable to freedom of choice.

The Boston Normal School was organized in 1852 as a special school for the preparation of teachers, the plan of study and instruction being expressly arranged with that end in view.

As a result of urgent appeals for the establishment of a high school for girls various high-school studies were introduced into the Normal School, and in a few years the normal element had become entirely secondary.

After an experience of about 15 years it was evident that additional means must be taken to secure a sufficient number of properly qualified teachers for service in the city schools,¹ and in 1870 the committee on the normal schools, being satisfied "that the course of instruction and plan of work are such in a normal school that it cannot be most successful in connection with regular high-school work," recommended a division of the school and the restoration of the normal school to its original standing.²

This recommendation was adopted in 1872, since which time the school has been strictly professional.

In 1873, the conduct of the Normal School being still under discussion, inquiries were sent to various officials with a view of bringing a large and varied experience to bear upon the points at issue.³

The correspondence published in the annual report for 1873 shows that the following superintendents of schools in cities in which normal or training schools had been established expressed the opinion that the same should be kept distinct from the high school:³

Hon. H. F. Harrington, New Bedford, Mass.

Hon. A. P. Marble, Worcester, Mass.

Hon. E. B. Hale, Cambridge, Mass.

Hon. W. T. Harris, St. Louis, Mo.

Hon. Henry Kiddle, New York, N. Y.⁴

In their conclusions, embraced in their report to the school committee, the committee on normal schools include the following:

"The experience of 21 years has made it manifest that the normal school should be a distinct institution, devoted wholly to the preparation of teachers."

While the policy of separating the normal work from the high school was so strongly advocated by the Boston committee, the union of the normal school with some regularly organized public school of elementary grade to serve the normal pupils as a school for observation and practice was urged no less strongly. It was not, however, until 1876 that the arrangement was perfected, in which year Superintendent Philbrick said in his annual report:

"It is hardly an exaggeration to say that during almost the whole period that has elapsed since the establishment of the school the arrangements and provisions for giving the requisite normal training to female teachers for our public schools have been insufficient and unsatisfactory. But at length, after experiments and delays extending over a period of nearly a quarter of a century, we are able to say that we have a well organized and efficient normal school, established on a broad and firm

¹Boston Report, 1873, p. 249.

²Ibid., p. 256.

³Ibid., pp. 266, 270.

⁴Ibid., p. 272.

foundation. It is in charge of an able and experienced corps of instructors. The standard of qualifications for admission is high, and it was, perhaps, the first normal school in the country to require of its candidates, as a preparation for entrance, the completion of a high-school course of instruction. Its course of training is but 1 year, but is exclusively professional. The four great pedagogical branches—psychology, physiology, ethics, and logic—are here judiciously handled. The methods of teaching the common-school branches are taught both theoretically and practically. A large grammar school for boys, and a large primary school with pupils of both sexes, afford ample opportunity for the training of the pupil teachers in the actual work of the school-room.”

In the St. Louis Normal School, which completes its third decade the present year, the professional work has always been made paramount.

In 1872¹ a district school was selected and placed in charge of the principal of the normal school to serve the normal pupils as a school of observation, and in 1880² all academic features were abandoned, and the school was made strictly a professional one, with a 2-years course.

While the example of two of the leading normal schools of the country is thus seen to be in favor of an organization entirely distinct from the high school, it may be observed that two of the largest cities, viz, New York and Philadelphia, maintain schools of the opposite type. According to so competent authority as Mr. Philbrick, even here, however, there is a movement towards the separation of the two functions. In the circular previously alluded to, Mr. Philbrick says: “In the New York and Philadelphia schools, where the general education and the special training are carried on simultaneously, we observe the gradual evolution of the distinctly professional department, composed of the post-graduate pupils. As soon as such a department is clearly differentiated, as is the case with the normal department of the San Francisco school, it only remains to place this department under a competent master, wholly devoted to its management and training, and we have the realization of the ideal type of the normal school.”

It should be added that in New York and Philadelphia there is a special reason for continuing a general course of study in the normal schools, since neither of these cities possesses a high school for girls apart from the normal, whereas Boston and St. Louis have such schools. In the former only high-school graduates are admitted to the normal school; in the latter high-school graduates or those passing equivalent examinations. The four cities agree substantially as to the scholastic attainment, which is the proper basis for professional training. On the whole, a careful examination of the present status and past history of the city normal-schools in the United States confirms the opinion expressed by Mr. Philbrick that “the history of the modifications of the provisions for the professional training of teachers in our cities, which have been going on during the last quarter of a century, makes it clear that the tendency has been, and is now everywhere, towards the purely professional normal school, with its school of practice comprising pupils of all grades and both sexes, thoroughly equipped and provided with teachers of the highest order, thus serving the purpose of a school of observation and a practice school.

For obvious reasons it is not so easy to limit the State normal schools to the professional training of teachers as it is the city normals. The disposition in favor of such specialization is, however, manifest where it seems at all practicable. It is accomplished, as we have seen, in the Connecticut school, and it is the ideal aimed at in many States where its accomplishment is not yet possible.

In his report for 1886, Hon. A. S. Draper, superintendent of public instruction, New York, says:

“The normal schools might spend less time with foundation work than they are doing now. If they should receive no pupils but such as are fairly educated, and should confine their labors to special training in methods and practice, they would accomplish larger results. If this position cannot be taken at once, it should at least be determined upon and worked up to as rapidly as circumstances will permit. The standard of admission to the normal schools should be advanced, and the graduates of responsible institutions of learning, who may desire to fit themselves for teachers, should be encouraged to come to our normal schools for short courses of professional training.”

Hon. D. L. Kiehle, superintendent of public instruction, Minnesota, in his report for 1885-'86 calls attention to the fact that the preparatory class has been dropped from two of the State normal schools, and adds:

“These schools are receiving their share of the students and graduates of high schools, and as soon as our schools shall furnish the necessary supply the normal schools will be ready to give exclusive attention to professional work in training teachers.” The conditions under which most of the State normal schools are operat-

¹Repts. 1872 and 1873.

²St. Louis Normal Rept. 1880-'81, p. 65.

ing, and the obstacles in the way of exclusive devotion to professional training, are fully presented by Hon. E. E. Higbee, State superintendent for Pennsylvania, in the following statement quoted from his report for 1886: "As yet our advanced high schools and colleges do not supply these schools with a sufficient number of students whose thorough literary attainments warrant a more exclusively professional course of studies. In fact, our normal schools are necessitated to do this preparatory academic work themselves. In this way they render themselves liable to the charge of being only academies with a quasi-professional annex. We have all along very much regretted the necessity of directing so much attention to the academic training of the students in these schools, and have carefully studied how to keep the purely professional element from being too much neglected without at the same time sacrificing the thorough literary instruction required. The large supply of teachers required for the educational work of the State and the very low average of salaries given for educational labor make it impossible to lengthen very much the present term of study. Some with great earnestness have advocated the addition of another year. In due time this will come, and be of immense account in enlarging the sphere of professional studies and giving opportunity for more definite and continuous model practice, which, when rightly conducted, is of so much value. The literary instruction may have been given in harmony with the best principles which the present philosophy of school education is able to give, and in such form as to bring into view the very best methods which either the science or art of teaching furnishes. We are not calling this in question at all, but we must keep in mind that the students, at the very outset, are backward in their literary studies, and have but little knowledge of psychology. Hence they are forced to make every exertion in preparing for their daily class work, and must be, of necessity, far more anxious about the matter of what is taught than about the manner or method of teaching it. They fear to spend any more time in the model school than is absolutely required by law. They make the minimum here the maximum if they can. In addition to this, being subject at the close of the course to a rigid State examination, covering all the academic studies pursued, they, with their professors, are tempted to sacrifice all efforts towards enlarging the course of professional studies through fear of the issue of the final examination test."

With the hope of devising some plan for relieving the normal schools from the difficulties so clearly set forth, Superintendent Higbee called a meeting of all the normal-school principals at Harrisburgh. As a result of their deliberations it was proposed to confine the usual examination for promotion from the junior to the senior class to academic studies, and to devote a larger part of the graduation year to professional training, a measure in line with the specialization taking place elsewhere.

There does not, however, appear to be any inherent incompatibility between the academic instruction and the professional training attempted in so many of the normal schools of the United States. Both courses are successfully maintained in the training seminaries of Saxony, but with provisions as to time, and to the order and sequence of subjects, which secure to both courses their full effect. The more thoroughly the normal-school work of the United States is examined, the more evident it seems that, where professional training is not the sole purpose, there should be an extension of time and an increase in the teaching force and in the material equipment of the schools, if they are to reach approved standards of excellence.

GERMAN NORMAL SCHOOLS AND TEACHERS' SEMINARIES.

The scheme of training adopted in the leading normal schools of the United States shows at least an approximation to that of the training seminaries of Germany, which have been so long the admiration of schoolmen. For the purpose of comparison a somewhat extended account of the German system is here presented.

Candidates for the teachers' seminaries in Prussia make special preparation for admission to the same either under authorized instructors or in preparatory schools. These schools may be private or State establishments, and, although no official uniform plan of studies has been prescribed for them, the branches of instruction are determined by the official programme of the examination for admission to the seminaries. These branches are as follows: religion, German language, arithmetic, elementary geometry, geography, history, physical and natural science, writing, design, music, and gymnastics. The study of a foreign language is optional. Candidates may be admitted to the seminary at 17 years of age, and may not be above 24 years of age.

According to the present regulations there should be annexed to every seminary 2 elementary schools, 1 having a single class, the other having several classes. Here the students in training practice the art of teaching under the direction of a special master, who is included in the teaching staff of the seminary. The course of study in the seminary is 3 years. In the lower class the students whose preparation has been made by different means must be brought into desired uniformity; at this stage

they do not participate in the exercises in the annexed schools. In the second class they continue their own studies according to the programme and enter upon the practical work in the annexed schools; in the third class they complete their studies and receive such directions as will enable them to work out their own ultimate development. At this stage the work in the practice school is increased, and imposes greater responsibility. The amount of time spent by each scholar of the third year in the practical work must not be less than 6 hours nor more than 10 hours a week, and each one must have the opportunity of practical exercise in all the studies of the programme. The two lower classes spend 24 hours a week in their own lessons and the superior class 14 hours, not including the hours devoted to the technical branches (design, writing, gymnastics, and music) and to the optional branches. At the end of the 3-years course the student undergoes his examination for office; if he passes he receives a provisional certificate. At the end of 2 years at the earliest, or 5 years at the latest, he presents himself for a second examination, which entitles him to a full certificate.

Each seminary must be provided with a good library, a cabinet of physics, a chemical laboratory, and as far as possible with a collection of objects and material for illustration. The instruction is conducted in accordance with a plan which must be approved by the minister of public instruction. The following table shows the branches prescribed in the official programme and their distribution through the 3 years:

Branches of study.	Hours a week.		
	First year.	Second year.	Third year.
<i>Obligatory branches.</i>			
Pedagogy	2	2	3
Religion	4	4	2
German language	5	5	2
History	2	2	2
Arithmetic	3	3	al
Geometry	2	2	.....
Natural history, physics, and chemistry	4	4	2
Geography	2	2	1
Design	2	2	1
Writing	2	1	.....
Gymnastics	2	2	2
Music and singing	5	5	3
<i>Optional branches.</i>			
Foreign languages (French, English, and Latin)	35	34	19
Foreign languages (French, English, and Latin)	3	3	2

a In the third year the hour assigned to arithmetic is devoted to geometry.

There are also exercises in horticulture, in arboriculture, and in silk culture, which each seminary arranges at will.

The teachers' staff of a teachers' seminary consists of a director, a head master, four ordinary masters and an auxiliary master. The director is nominated by the King, the masters are nominated by the minister of public instruction. The auxiliary master is chosen from the teachers who have passed their second examination. The director and ordinary masters may be taken from the rank of teachers, but it must be teachers of secondary schools. As a rule the directors are persons who have passed the university examination in theology or philology. The salaries of the members of the staff are fixed as follows:

Members of the staff.	Salaries.	Equivalent in United States currency.
<i>At Berlin.</i>		
	<i>Marks.</i>	
Directors	5,400	\$1,285 20
Head master	4,200	999 60
Other masters	1,800 to 3,600	428 40 to 856 80
<i>In other cities.</i>		
Directors	3,600 to 4,800	856 80 to 1,142 40
Ordinary masters	2,700 to 3,300	642 60 to 785 40
Auxiliary masters	1,000 to 1,400	238 00 to 343 20
Mistresses	1,000 to 2,000	238 00 to 476 00

Seminaries for training women teachers are of recent establishment in Prussia. The obligatory branches of study in these are the same as for the men, omitting geometry and including needle-work. French is the optional branch.

The teachers' seminaries of Saxony differ from those of Prussia in several important particulars. Candidates are admitted immediately from the popular schools, that is, at 14 years of age—and the course covers 6 years—the first 3 years corresponding to the preparatory course which the student follows for admission to the Prussian seminary. The official plan of studies for the seminaries of Saxony is as follows:

Branches of study.	Number of hours a week.					
	First year.	Second year.	Third year.	Fourth year.	Fifth year.	Sixth year.
Religion	4	4	4	4	4	3
German language	3	3	3	3	4	3
Latin language	7	7	5	4	2	2
Geography	2	2	2	2	2	2
History	2	2	2	2	2	2
Natural history	2	2	3	2	2	2
Physical science				3	2	2
Arithmetic and geometry	4	4	5	4	4	3
Pedagogy				4	5	5
School practice					4	4
Music:						
Singing	3	3	3	3	3	3
Harmony	1	1	1	1	1	1
Violin	1	1	1	1	1	1
Piano	1	1	1	1	1	1
Organ			1	1	1	1
Writing	2	2	1	1	1	1
Stenography		2	2	2	2	2
Gymnastics	3	3	3	3	2	2
Design	2	2	2	2	1	1
Total	37	39	39	37	37	32

Harmony, obligatory in the first year, is optional for the rest of the course. The piano, organ, and stenography are optional.

The law requires that the director and at least a third of the teachers should have pursued superior studies and have passed a university examination. Saxony possesses two seminaries for training women teachers, but instruction in these is not gratuitous. The course of study is 5 years, and the branches are about the same as in the seminaries for men; more time, however, is devoted to language and literature and less to science and to music, the organ being omitted altogether. Needle-work is included, occupying two hours a week throughout the course. The examination and certificate granting are under the same regulations as those for men. It will be seen that with the exception of pedagogy and foreign languages the studies of the teachers' seminaries are those of the elementary schools. Instruction in these branches is carried farther and is of a higher order, but the subject-matter is substantially the same. The principle constantly kept in mind is this: "that the instruction which the teachers in training receive should present a model of that which they will eventually give."

FRENCH NORMAL SCHOOLS.

It may be of interest to consider also the plan of the French normal schools, which have been modelled more or less closely upon those of Germany. As organized under the decree of 1881 the French normal schools present the same plan of a single undivided course. In the main the studies are the same as those prescribed for the elementary schools, but as in Germany the intention is to secure a broader and more comprehensive view of these subjects. The duration of the course is 3 years; candidates for admission must be at least 15 years of age and must have the certificate of primary studies (*certificat d'études primaires*).

The following programmes show the branches pursued and their distribution through the 3 years:

Normal schools for men.

Branches of study.	Hours a week.		
	First year.	Second year.	Third year.
<i>Subjects demanding preparation.</i>			
Moral and civic instruction	2	2	$a\frac{1}{2}$
Pedagogy and school administration	1	1	$b1\frac{1}{2}$
French language and elements of French literature	7	5	4
History	4	3	3
Geography	1	1	1
Arithmetic	2	3	3
Geometry	1	2	3
Physics	$c\frac{1}{2}$	2	2
Chemistry	$d\frac{1}{2}$	2	1
Natural science	1	1	2
Agriculture and horticulture		2	1
Total of hours	20	24	22
<i>Subjects not demanding preparation.</i>			
Writing	3	1	
Design	4	4	4
Singing and music	2	2	2
Grand total	29	31	28
<i>Instruction given during the hours of recreation.</i>			
Gymnastics	3	3	3
Manual work and agriculture	4	4	4
<i>Optional subjects.</i>			
Living languages	2	2	2

a One hour a week during one semester.

b Two hours during one semester, one hour during the other.

c One hour during one semester.

d One hour during the other semester.

Normal schools for women.

Branches of study.	Hours a week.		
	First year.	Second year.	Third year.
<i>Subjects demanding preparation.</i>			
Moral and civic instruction	1	1	1
Pedagogy and school administration	1	1	1
French language and elements of French literature	6	5	4
History	4	3	3
Geography	1	1	1
Arithmetic	3	3	3
Physics		$a\frac{1}{2}$	1
Chemistry		1	$a\frac{1}{2}$
Natural science	1	1	$b1\frac{1}{2}$
Domestic economy and hygiene		$a\frac{1}{2}$	1
Total of hours	17	17	17
<i>Subjects not demanding preparation.</i>			
Writing	3	1	
Needle-work	3	3	3
Singing and music	2	2	2
Design	4	4	4
Grand total	29	27	26
Gymnastics	2	2	2
Herborization and gardening	2	2	2
<i>Optional.</i>			
Living languages	2	2	2

a One hour during one semester.

b Two hours during one semester, one hour during the other.

It is worthy of mention that in the amount of time given to them languages and literature exceed mathematics in both German and French training schools.

THE SUBSEQUENT CAREERS OF NORMAL-SCHOOL GRADUATES.

In his report for 1887, Hon. E. A. Apgar, superintendent of New Jersey, embodied the record kept by Prof. J. S. Hart, while he was principal of the Normal School of that State, which showed that during the period of his administration 98 per cent. of the graduates entered upon the work of teaching.

Mr. Apgar proceeded somewhat further in the inquiries with the view of ascertaining the length of time spent by normal graduates and students in the work of teaching.

From the facts collected he concluded that the average time for normal graduates was 4½ years, or twice as long as they were required by their pledges, and the average time for undergraduates 2½ years.

In his report for 1885 and 1886, Chas. H. Allen, principal of the State Normal School, San José, Cal., states that "during the past 3 years an effort has been made to obtain the present address and occupation, and the amount of teaching experience, of every graduate of the normal school."

In view of the approaching quarter-centennial anniversary of the school a special circular has been issued to graduates, whose purpose is thus set forth in the opening paragraph:

"In July, 1887, the California State Normal School, at San José, will complete the first 25 years of its existence."

Following the example of several Eastern normal schools and the suggestions of the United States Commissioner of Education,¹ the board of trustees and the faculty of the school propose to celebrate this quarter-centennial anniversary by issuing a history of the school and the work of its graduates.

This can be done well only through the help of all graduates, former members of the faculty and the board of trustees, and friends who may be familiar with any part of the history of the school."

The large number of graduates and others interested in the project who have responded already, gives the hope of very full information as to the practical results of the school.

PUBLIC NORMAL SCHOOLS.

The following is a comparative summary of public normal schools, instructors, and pupils reported to the Bureau for the years 1880-'86, inclusive (1883 omitted):

	1880.	1881.	1882.	1884.	1885.	1886.
Number of institutions.....	106	113	119	127	131	117
Number of instructors.....	903	979	1,045	1,147	1,234	1,115
Number of students.....	25,728	27,685	28,711	34,757	32,130	31,801

PRIVATE NORMAL SCHOOLS.

The following is a comparative summary of private normal schools, instructors, and pupils reported to the Bureau for the years 1880-'86, inclusive (1883 omitted):

	1880.	1881.	1882.	1884.	1885.	1886.
Number of institutions.....	114	112	114	128	132	36
Number of instructors.....	563	594	655	790	842	279
Number of students.....	17,354	21,020	22,421	25,306	23,005	8,524

¹Hon. John Eaton is here referred to.

TABLE 16.—Summary of statistics of public normal schools.

States and Territories.	Number of schools.	Number of instructors.	Number of students.						Graduates in 1886.		Number of volumes in library.	Number having model schools.
			Total.	Normal.		Other.		Normal.	Other.			
				Male.	Female.	Male.	Female.					
1	2	3	4	5	6	7	8	9	10	11	12	
Alabama	6	58	1,410	413	435	259	303	55	8	4,300	5	
Arkansas	1	3	202	39	7	107	49	8	.....	1,100	1
California	3	31	826	104	722	.....	.....	143	.....	3,200	2
Connecticut	1	14	278	6	260	.....	.....	12	43	3,000	1
Florida	1	6	75	6	2	54	13	.....	3	1,000	.....
Illinois	3	49	1,681	274	709	353	345	117	8	15,200	3	
				(909)								
Indiana	3	33	1,631	296	426	.....	.....	59	.....	4,000	2
Iowa	3	17	663	136	316	80	131	38	34	1,135	1	
Kansas	1	11	431	150	281	.....	.....	33	1	2,000	1
Louisiana	2	8	175	22	153	.....	.....	55	.....	500	1
Maine	5	28	905	181	510	154	60	104	62	4,586	4	
Maryland	2	16	302	26	276	.....	.....	91	.....	325	1
Massachusetts	10	85	1,374	90	1,271	.....	13	357	.....	22,365	6
Michigan	1	20	628	227	401	0	0	87	.....	7,500	1
Minnesota	3	39	1,088	286	605	104	93	88	.....	10,200	3
Mississippi	1	3	62	15	9	22	16	7	0	500	1	
						(111)						
Missouri	5	46	1,592	606	749	59	67	119	40	11,200	4	
Nebraska	2	12	646	169	109	154	184	58	.....	2,600	.....
New Hampshire	2	8	100	5	57	13	25	10	14	430	2	
New Jersey	3	18	538	30	158	150	200	110	33	2,050	2	
				(1,273)		(548)						
New York	11	174	5,228	350	2,754	137	166	626	73	25,944	11	
				(123)		(21)						
North Carolina	5	21	625	251	185	28	17	13	.....	1,127	2
				(260)								
Ohio	5	38	549	52	237	.....	.....	127	.....	1,943	2
Oregon	1	7	.....	.....	.....	.....	.....	3	40	.....	.....
Pennsylvania	11	184	6,169	1,832	2,903	743	671	671	6	30,046	11	
Rhode Island	1	6	153	6	147	.....	.....	25	.....	1,200	0
South Carolina	1	6	105	3	102	.....	.....	.....	.....	.....	0
Tennessee	1	13	154	46	108	.....	.....	51	.....	10,000	0
Texas	1	7	215	86	129	0	0	0	3	4,000	0	
				(185)								
Vermont	3	18	376	45	146	0	0	77	0	2,600	1	
Virginia	4	28	1,153	325	528	186	114	64	7	5,850	3	
West Virginia	6	23	728	365	337	15	11	49	.....	3,950	1
Wisconsin	5	63	1,403	398	787	88	130	98	.....	23,515	5
Dakota	2	10	286	94	147	16	29	4	.....	1,055	2
District of Columbia	2	7	50	.....	50	.....	.....	50	.....	700	2
				(2,750)		(680)						
Total	117	1,115	31,801	6,894	16,106	2,722	2,649	3,440	332	209,121	83	

TABLE 17.—Summary of statistics of private normal schools.

States.	Number of institutions.	Number of instructors.	Number of students.				Number of graduates in 1886.		Number of volumes in library.	Value of grounds, buildings, and apparatus.	
			Total.	Normal.		Other.		Normal.			Other.
				Male.	Female.	Male.	Female.				
Alabama	2	13	523	(98) (105)		(425)	4	.....	150	\$20,550	
Illinois.....	2	19	524	294	190	(16)	(25)	.....	1,850	105,000	
Indiana	5	51	2,415	(1,124)		(126)	(132)	.....	7,850	260,000	
Iowa	2	16	630	610	472	45	23	19	8	7,850	260,000
Kansas.....	1	14	580	285	302	23	20	7	1	500	45,000
Louisiana.....	2	13	277	350	230			(35)	.....	800	13,000
Maine.....	1	4	90	140	137	0	0	6	5	1,750	100,000
Maryland.....	1		170	(30)							6,000
Mississippi.....	3	21	626	(170)							
Nebraska.....	1	4		115	135	(72)		(21)		417	35,000
New Jersey.....	1	6	270						2,000		
North Carolina.....	1	8	3	(270)					150	10,000	
Ohio	1	5	125	1	2			(3)	100	4,000	
Pennsylvania.....	2	23	493	65	60				1,200	15,000	
South Carolina.....	3	18	579	(139)							
Tennessee.....	4	40	960	112	122	14	16	24	.....	2,045	65,000
Texas.....	2	13	141	(241)		29	26				
Wisconsin.....	2	11	118	29	15	(248)		(2)	1,400	30,000	
				(52)		(275)					
				72	92	74	45	8	.....	3,220	66,000
				(13)							
				16	12	(100)			196	500	
				112	6			(8)	1,200	75,000	
Total.....	36	270	8,524	(2,311)		(1,352)		(239)	24,828	852,050	
				2,102	1,784	185	145	68	14		

TABLE 18.—Statistics of public normal schools for 1885-'86;

	Location.	Name of school.	Date of organization.	Name of principal.
	1	2	3	4
1	Florence, Ala.	State Normal School.	1873	T. J. Mitchell.
2	Huntsville, Ala.	State Normal and Industrial School.	1875	W. H. Council.
3	Jacksonville, Ala.	State Normal School.	1883	Carleton B. Gibson, M. A.
4	Livingston, Ala.	Alabama Normal College for Girls.	1883	James W. A. Wright.
5	Marion, Ala.	State Normal School and University for the Colored Race.	1873	William B. Paterson.
6	Tuskegee, Ala.	Tuskegee Normal School.	1881	Booker T. Washington.
7	Pine Bluff, Ark.	Branch Normal College of Arkansas Industrial University.	1876	Joseph C. Corbin.
8	Los Angeles, Cal.	Branch State Normal School.	1882	Ira More.
9	San Francisco, Cal.	Normal Department of Girls' High School.	1876	John Swett.
10	San José, Cal.	California State Normal School.	1862	Charles H. Allen.
11	New Britain, Conn.	Connecticut Normal and Training School.	1850	C. F. Carroll.
12	Gainesville, Fla.	East Florida Seminary.	1853	Edwin P. Cater.
13	Carbondale, Ill.	Southern Illinois Normal University.	1874	Robert Allyn.
14	Normal, Ill.	Illinois State Normal University.	1857	Edwin C. Hewett, LL. D.
15	Normal Park, Ill.	Cook County Normal School.	1869	Francis W. Parker.
16	Indianapolis, Ind.	Indianapolis Normal School.	1866	Miss M. E. Nicholson.
17	Logansport, Ind.	American Normal College.	1884	Charles E. Kircher.
18	Terre Haute, Ind.	Indiana State Normal School.	1870	William W. Parsons.
19	Cedar Falls, Iowa.	Iowa State Normal School.	1876	H. H. Seerley.
20	Davenport, Iowa.	Normal Department of the High School.	1873	F. E. Stratton, A. M.
21	Des Moines, Iowa.	West Des Moines Training School.	1882	Elizabeth K. Matthews.
22	Emporia, Kans.	Kansas State Normal School.	1865	A. R. Taylor.
23	Natchitoches, La.	Louisiana State Normal School.	1885	Dr. E. E. Sheit, A. M., PH. D.
24	New Orleans, La.	City Normal School.	1885	Mrs. Mary Stamps.
25	Castine, Me.	Eastern State Normal School.	1867	Robinson Woodbury.
26	Farmington, Me.	State Normal and Training School.	1864	George C. Purington.
27	Gorham, Me.	State Normal School at Gorham.	1879	William J. Corthell.
28	Grand Isle, and Port Kent, Me.	Madawaska Training School.	1879	Vetal Cyr.
29	Portland, Me.	Normal Training and Practice Class.	1878	Sarah M. Taylor.
30	Baltimore, Md.	Baltimore Normal School for Colored Teachers.*	1864	John Core.
31	Baltimore, Md.	Maryland State Normal School.	1866	M. A. Newell.
32	Boston, Mass.	Boston Normal School.	1852	Larkin Dunton.
33	Boston, Mass. (Wash- ington street.)	Massachusetts State Normal Art School.	1873	George H. Bartlett.
34	Bridgewater, Mass.	State Normal School.	1840	Albert G. Boyden, A. M.
35	Framingham, Mass.	State Normal School.	1839	Ellen Hyde.
36	Haverhill, Mass.	Haverhill Training School.	1881	Mary E. Trask.
37	Salem, Mass.	State Normal School.	1854	Daniel B. Hagar, PH. D.
38	Westfield, Mass.	Westfield State Normal School.	1839	Joseph G. Scott.
39	Worcester, Mass.	State Normal School at Worcester.	1874	E. Harlow Russell.
40	Fall River, Mass.	Fall River Training School.	1881	Ariadne J. Borden.
41	Lawrence, Mass.	Lawrence Training School.	1869	Lilly P. Shipard.
42	Ypsilanti, Mich.	State Normal School.	1852	J. M. Z. Sill.
43	Mankato, Minn.	State Normal School.	1865	Edward Scaring.
44	St. Cloud, Minn.	State Normal School at St. Cloud.	1869	Thomas J. Gray, president.
45	Winona, Minn.	State Normal School at Winona.	1860	Irwin Shepard.
46	Tougaloo, Miss.	Tougaloo University.	1869	George P. Armstrong.
47	Cape Girardeau, Mo.	Missouri State Normal School, third district.	1873	Richard C. Norton.
48	Jefferson City, Mo.	Lincoln Institute.	1866	Inman E. Page.
49	Kirksville, Mo.	Missouri State Normal School, first district.	1871	J. P. Blanton.
50	St. Louis, Mo.	St. Louis Normal School.	1857	F. Louis Soldan, LL. D.
51	Warrensburg, Mo.	State Normal School, second district.	1871	George L. Osborne, LL. D.

* From Report of the Commissioner of Education for year 1884-'85.

from replies to inquiries by the United States Bureau of Education.

Appropriation for 1885-'86.	Number of instructors.	Number of students.					Is there a model school attached to the institution?	Whole number of graduates in 1886.		Number of years in normal course.	Number of weeks in scholastic year.	Annual charge for tuition.		Number of volumes in library.	Value of grounds, buildings, and apparatus.	
		Total.	Normal.		Other.			Normal.	Other.			To residents.	To non-residents.			
			Male.	Female.	Male.	Female.										
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
\$7,500	10	185	65	43	54	23	Yes.	10	....	4	40	00	\$11 00	500	\$50,000	1
4,000	7	232	77	56	57	42	Yes.	12	....	4	40	00	1,500	20,000	2	
2,500	4	219	77	33	70	100	Yes.	7	....	3	40	\$5 00	5 00	8,000	3	
2,822	8	100	....	44	....	56	....	9	....	4	40	20 00 to 50 00	200	18,000	4	
6,000	12	404	106	138	78	82	Yes.	12	8	4	40	0	500	15,000	5	
3,000	17	279	158	121	....	....	Yes.	5	....	4	36	....	1,600	50,000	6	
2,000	3	202	39	7	107	49	Yes.	8	....	3	40	0	1,100	30,000	7	
16,000	11	253	33	220	0	0	Yes.	43	0	3	40	0	1,200	100,000	8	
....	2	76	....	76	....	....	No.	....	....	1	42	....	0	....	9	
38,000	18	497	71	426	0	0	Yes.	100	0	3	40	0	2,000	300,000	10	
18,180	14	278	6	260	....	12	Yes.	43	....	2	40	....	3,000	150,000	11	
3,500	6	75	6	2	54	13	....	3	7	2	35	40	1,000	25,000	12	
22,360	14	390	86	89	122	93	Yes.	14	....	3	39	21 & 14	8,200	175,000	13	
24,994	15	616	183	320	81	52	Yes.	25	8	3	39	30	2,000	250,000	14	
25,000	20	675	25	300	150	200	Yes.	78	0	2	40	0	75	5,000	300,000	15
2,000	1	22	....	22	....	....	Yes.	22	....	1	38	0	0	200	....	16
....	11	700	296	404	....	....	No.	....	....	2	50	40	40	800	25,000	17
30,500	21	909	....	....	....	....	Yes.	30	0	3 and 4	39	0	3,000	175,000	18	
26,500	8	432	136	296	....	....	No.	18	1	3	40	10	900	75,000	19	
....	8	225	0	14	80	131	Yes.	14	33	1	40	0	30	200	....	20
1,000	1	6	....	6	....	....	Yes.	6	....	1	36	....	35	....	....	21
3,500	11	431	150	281	....	....	Yes.	33	1	3 and 4	40	....	2,000	80,000	22	
6,000	4	75	22	53	....	....	Yes.	3	....	3	28	....	500	75,000	23	
900	4	100	0	100	....	....	No.	52	....	2	28	0	0	....	....	24
6,583	7	228	87	141	....	....	Yes.	18	....	2	38	....	900	25,000	25	
6,500	8	221	51	170	....	....	Yes.	31	....	2	38	0	0	1,695	25,000	26
6,333	8	132	19	113	0	0	Yes.	39	28	2	40	0	1,791	40,000	27	
13,000	2	101	24	77	....	....	No.	....	....	4	40	0	10	200	2,000	28
....	3	223	0	9	154	60	Yes.	9	34	1	38	0	0	....	....	29
2,000	5	194	9	23	50	112	No.	....	....	4	41	9½	1,200	....	....	30
10,500	11	272	17	255	....	....	Yes.	52	2	2 to 4	40	....	50	2,575	140,000	31
....	7	159	....	159	0	0	Yes.	83	0	1	40	0	90	....	....	32
16,000	9	143	26	117	....	....	....	7	....	4	42	10	100	325	....	33
14,960	10	214	52	162	0	0	Yes.	47	0	2 and 4	38	....	15	4,000	123,000	34
12,500	12	120	....	120	....	....	Yes.	35	....	2	40	....	2,000	75,000	35	
0	2	15	0	15	0	0	Yes.	7	0	1½	40	0	0	70	....	36
14,000	13	280	....	280	....	....	No.	70	....	2 and 4	40	0	60	8,000	50,000	37
11,250	8	156	8	148	....	....	No.	44	0	2 and 4	20	....	30	4,000	100,000	38
11,706	8	228	4	211	0	13	No.	26	0	2½	40	0	6	3,500	110,000	39
2,520	4	30	0	30	....	....	Yes.	26	0	1	40	0	0	300	32,000	40
4,200	2	29	0	29	0	0	Yes.	12	....	1½	40	0	0	170	24,000	41
38,545	20	628	227	401	0	0	Yes.	87	....	3 and 4	40	10	10	7,500	124,418	42
15,000	13	345	131	204	0	0	Yes.	17	0	3 to 4	38	19	19	1,200	90,000	43
15,000	12	375	80	178	74	43	Yes.	23	....	3 to 4	38	0	0	4,000	140,000	44
18,000	14	378	75	223	30	50	Yes.	53	0	3 to 4	39	0	5,000	200,000	45	
3,000	3	62	15	9	22	16	Yes.	7	0	4	32	8	8	500	50,000	46
14,000	9	278	157	121	....	....	No.	7	....	4	40	12	12	2,000	60,000	47
8,000	7	157	25	21	(111)	....	Yes.	2	....	4	39	0	0	800	66,000	48
10,000	11	539	221	192	59	67	Yes.	26	40	4	40	20	20	1,000	150,000	49
7,579	9	138	0	138	0	0	Yes.	35	0	2½	40	0	0	400	2,000	50
10,000	10	480	203	277	0	0	Yes.	49	0	2 and 4	40	20	20	7,000	200,000	51

α\$11 for other than normal students.

TABLE 18.—Statistics of public normal

	Location.	Name of school.	Date of organization.	Name of principal.
	1	2	3	4
52	Bloomington, Nebr...	Bloomington Normal School*.....	1832	Frank M. Vancil
53	Peru, Nebr.....	Nebraska State Normal School.....	1867	George L. Fairham
54	Manchester, N. H.....	Manchester Training School.....	1839	Miss O. Adele Evers
55	Plymouth, N. H.....	New Hampshire State Normal School.....	1871	Charles E. Rounds, M. S., Ph. D.
56	Newark, N. J.....	Newark City Normal School.....	1879	Jane E. Johnson
57	Paterson, N. J.....	Normal Training Class.....	1880	J. A. Reinhart, Ph. D.
58	Trenton, N. J.....	New Jersey State Normal School.....	1854	Washington Hasbrouck
59	Albany, N. Y.....	State Normal School.....	1844	Edward P. Waterbury
60	Brockport, N. Y.....	State Normal and Training School.....	1867	C. D. McLean
61	Buffalo, N. Y.....	State Normal and Training School.....	1871	James M. Cassety.....
62	Cortland, N. Y.....	State Normal and Training School.....	1869	James H. Hoose.....
63	Fredonia, N. Y.....	State Normal and Training School.....	1867	Francis B. Palmer.....
64	Geneseo, N. Y.....	State Normal and Training School.....	1871	William J. Milne, Ph. D., LL. D.
65	New Paltz, N. Y.....	State Normal and Training School.....	1885	Eugene Bonton.....
66	New York, N. Y.....	Female Normal College.....	1870	Thomas Hunter, Ph. D.
67	Oswego, N. Y.....	State Normal and Training School.....	1861	Edward A. Sheldon.....
68	Potsdam, N. Y.....	State Normal and Training School.....	1859	E. H. Cook.....
69	Syracuse, N. Y.....	Syracuse Training School.....	1870	Edward Smith.....
70	Fayetteville, N. C.....	State Colored Normal School.....	1877	E. E. Smith.....
71	Franklinton, N. C.....	State Colored Normal School (Albion Academy).....	1831	S. A. Waugh.....
72	New Berne, N. C.....	New Berne State Normal School.....	1884	Rev. L. C. Vasa, A. M., chairman board of di- rectors.....
73	Plymouth, N. C.....	Plymouth State Colored Normal School.....	1881	John W. Pope.....
74	Salisbury, N. C.....	State Colored Normal School.....	1881	Rev. J. O. Crosby.....
75	Canfield, Ohio.....	Northeastern Ohio Normal School.....	1889	Rev. E. B. Webster, A. M.
76	Cincinnati, Ohio.....	Cincinnati Normal School.....	1868	Mrs. Carrie N. Lathrop.....
77	Cleveland, Ohio (72 Prospect street).....	Cleveland Training School.....	1874	Ellen G. Reveley.....
78	Dayton, Ohio.....	Dayton Normal School.....	1869	Mary F. Hall.....
79	Geneva, Ohio.....	Geneva Normal School*.....	1855	J. S. Lowe, A. M.....
80	Monmouth, Oreg.....	Oregon State Normal School.....	1882	D. T. Stinley, A. M.....
81	Bloomsburgh, Pa.....	Pennsylvania State Normal School and Bloomsburgh Literary Institute.....	1869	D. J. Waller, jr.....
82	California, Pa.....	Southwestern State Normal School.....	1874	Theo. B. Noss.....
83	Edinburgh, Pa.....	State Normal School.....	1859	J. A. Cooper.....
84	Indiana, Pa.....	State Normal School at Indiana.....	1875	L. H. Durling.....
85	Kutztown, Pa.....	Keystone State Normal School.....	1866	Rev. Nathan C. Schaeffer, Ph. D.
86	Lock Haven, Pa.....	Central State Normal School.....	1877	George P. Beard.....
87	Mansfield, Pa.....	Pennsylvania State Normal School, fifth district.....	1892	D. C. Thomas.....
88	Millersville, Pa.....	Pennsylvania State Normal School, second district.....	1859	B. F. Shaub.....
89	Philadelphia, Pa (n. e. cor. 17th and Spring Garden streets).....	Philadelphia Normal School for Girls.....	1843	George W. Fetter.....
90	Shippensburgh, Pa....	Cumberland Valley State Normal School.....	1873	John F. McCreary.....
91	West Chester, Pa.....	West Chester State Normal School.....	1881	George Morris Philips ..°
92	Providence, R. I.....	Rhode Island State Normal School.....	1871	Thomas J. Morgan.....
93	Charleston, S. C.....	Saturday Normal School.....	1872	Henry P. Arober.....
94	Nashville, Tenn.....	State Normal College, University of Nashville.....	1875	Eben S. Stearns.....
95	Huntsville, Tex.....	San Houston State Normal School.....	1879	J. Baldwin.....
96	Castleton, Vt.....	State Normal School.....	1867	Abel E. Leavenworth.....
97	Johnson, Vt.....	Johnson State Normal School.....	1867	A. H. Crippbell.....
98	Randolph, Vt.....	State Normal School.....	1867	Edward Conants.....
99	Farmville, Va.....	State Normal School of Virginia.....	1884	William H. Ruffner.....

* From Report of the Commissioner of Education for year 1881-'85.

schools for 1885-'86, &c.—Continued.

Appropriation for 1885-'86.	Number of instructors.	Number of students.					Is there a model school attached to the institution?	Whole number of graduates in 1886.		Number of years in normal course.	Number of weeks in scholastic year.	Annual charge for tuition.		Number of volumes in library.	Value of grounds, buildings, and apparatus.		
		Normal.		Other.		Normal.		Other.	To residents.			To non-residents.					
		Total.	Male.	Female.	Male.								Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
\$4,473	2	170	25	35	60	50	No.	.....	.....	3	36	15	15	100	\$7,000	52
41,100	10	476	84	164	94	134	.....	58	.....	2 to 3	58	0	.....	2,500	100,000	53
2,000	1	12	.....	12	.....	.....	Yes.	6	.....	1½	36	0	.....	30	.....	54
6,800	7	88	5	45	13	25	Yes.	4	14	.....	2	38	0	400	.....	55
2,541	4	41	.....	41	.....	.....	Yes.	41	.....	1	42	.....	.....	50	.....	56
.....	2	369	0	19	150	200	No.	25	33	.....	1	40	0	1,500	.....	57
20,000	12	128	30	98	.....	.....	Yes.	44	.....	2 and 3	33	.....	.....	500,000	.....	58
25,000	16	715	(484)	(231)	.....	.....	Yes.	97	14	.....	2	40	0	1,000	202,000	59
18,000	18	435	106	219	56	54	Yes.	12	12	2 to 4	40	16 to 24	32 to 48	7,000	156,000	60	
21,170	16	175	16	153	6	0	Yes.	21	3	3 and 4	40	a(40)	.....	127,380	.....	61
24,598	13	386	119	232	20	15	Yes.	58	2	.....	4	40	0	2,175	109,616	62
18,000	16	293	41	170	42	40	Yes.	25	7	2 to 4	40	20 to 24	20 to 24	2,000	120,000	63	
18,000	17	542	(425)	(117)	.....	.....	Yes.	58	13	2 to 4	40	0	0	11,000	145,700	64
9,000	6	61	18	21	13	9	Yes.	0	0	2 or 3	40	4 to 6	4 to 6	519	42,500	65	
106,000	39	1,665	0	1,665	0	0	Yes.	249	0	4	40	0	.....	750	1,000,000	66
20,000	15	325	50	275	.....	.....	Yes.	56	4	2 to 4	40	0	0	1,500	100,000	67
18,000	15	564	(364)	(200)	.....	.....	Yes.	31	.....	2 to 4	40	24 & 28	24 & 28	.....	147,700	68
150	3	67	.....	19	.....	48	Yes.	19	18	.....	40	0	34	.....	.....	69
2,000	3	109	63	46	.....	.....	No.	13	.....	.....	36	.....	.....	927	5,400	70
555	3	150	75	30	28	17	Yes.	0	0	.....	4	28	0	0	6,000	71
700	10	188	71	67	.....	.....	Yes.	.....	.....	.....	19	0	0	200	.....	72
500	3	84	42	42	.....	.....	No.	0	0	.....	3	20	0	0	200	73
622	2	144	(123)	(21)	.....	.....	.....	3	.....	2 to 3	39	.....	.....	.....	.....	74
1,250	11	260	(260)	.....	.....	.....	.....	3	.....	2 to 3	42	.....	31	1,000	25,000	75
.....	5	61	0	61	0	0	Yes.	47	0	.....	1	40	0	100	.....	76
.....	9	90	0	90	0	0	Yes.	59	.....	.....	1	40	40	100	.....	77
1,500	3	26	.....	26	.....	.....	Yes.	17	.....	.....	1	40	60	243	.....	78
8,650	10	112	52	60	.....	.....	No.	1	.....	.....	4	28	25	600	60,000	79
6,324	7	.....	.....	.....	.....	.....	.....	3	.....	.....	2	40	20	.....	14,000	80
5,000	14	341	78	116	69	78	Yes.	63	2	3	42	53	53	1,000	150,000	81
5,000	14	358	150	208	Yes.	23	2	42	53	50	700	125,000	82
5,000	15	542	260	282	Yes.	68	2	42	48	48	6,250	125,000	83
5,000	14	527	135	250	72	70	Yes.	54	3	42	50	50	1,300	198,000	84
5,000	18	613	366	100	83	55	Yes.	43	0	2	42	40	40	2,916	130,000	85
5,000	10	216	85	75	28	28	Yes.	36	1	2	42	50	50	1,000	125,000	86
10,000	15	450	230	220	Yes.	54	3	3	42	189	5,000	110,000	87
5,000	22	581	280	195	57	49	Yes.	42	2	42	60	5,050	220,000	88
32,256	30	1,797	.....	1,218	290	289	Yes.	237	.....	.....	4	40	.....	1,600	310,000	89
5,000	12	238	99	68	41	27	Yes.	35	3	42	63	63	1,500	170,800	90
5,000	20	506	169	162	100	75	Yes.	16	3	42	205	65	3,700	200,000	91
12,000	6	153	6	147	.....	.....	No.	25	.....	.....	3	39	.....	1,200	75,000	92
.....	6	105	3	102	.....	.....	No.	.....	.....	.....	5	42	.....	.....	.....	93
10,000	13	154	46	108	No.	51	0	3	32	0	0	10,000	300,000	94
18,000	7	215	86	129	0	0	No.	147	0	3	40	0	0	4,000	50,000	95
4,573	5	185	.....	.....	.....	.....	.....	21	.....	.....	2	.....	.....	.....	.....	96
2,616	8	102	26	66	0	0	Yes.	26	0	2 to 3	40	24	24	1,500	5,500	97	
2,664	5	89	9	80	0	0	No.	30	0	3½	40	12	12	1,100	18,870	98	
25,240	7	97	0	97	0	0	Yes.	8	2	35	60	30	500	50,000	99

a For academic students.

b State students.

TABLE 18.—*Statistics of public normal*

Location.	Name of school.	Date of organization.	Name of principal.
1	2	3	4
100 Hampton, Va	Hampton Normal and Agricultural Institute.	1868	Samuel C. Armstrong
101 Petersburg, Va	Virginia Normal and Collegiate Institute.	1883	John Mercer Langston
102 Richmond, Va	Colored High and Normal School	1866	S. T. Beach
103 Fairmont, W. Va	Fairmont State Normal School	1869	Conrad A. Sipe
104 Glenville, W. Va	Glenville State Normal School	1873	S. B. Brown
105 Harper's Ferry, W. Va	Storer College	1867	N. C. Brackett, Ph. D.
106 Huntington, W. Va	Marshall College, State Normal School.	1867	Thomas E. Hodges
107 Shepherdstown, W. Va	Shepherd College, State Normal School.	1872	T. J. Woolfer
108 West Liberty, W. Va	West Liberty State Normal School	1872	R. A. Armstrong
109 Milwaukee, Wis	Wisconsin State Normal School	1885	J. J. Mapel
110 Oshkosh, Wis	State Normal School	1871	George S. Alber
111 Platteville, Wis	Wisconsin State Normal School	1866	Duncan McGregor
112 River Falls, Wis	State Normal School	1875	W. D. Parker
113 Whitewater, Wis	State Normal School	1868	Albert Salisbury
114 Madison, Dak	Dakota Normal School	1883	C. S. Richardson, A. M.
115 Spearfish, Dak	Dakota Territorial Normal School	1884	F. L. Cook
116 Washington, D. C. (17th and Sampson streets).	Miner Normal School	1879	Lucy E. Moten
117 Washington, D. C.	Washington Normal school	1873	Emma S. Atkinson

a Received annually from the State, being one-third of the income in this State from the Congressional grant of land to agricultural colleges.

schools for 1885-'86, &c.—Continued.

Appropriation for 1885-'86.	Number of students.						Is there a model school attached to the institution?	Whole number of graduates in 1886.		Number of years in normal course.	Number of weeks in scholastic year.	Annual charge for tuition.		Number of volumes in library.	Value of grounds, buildings, and apparatus.	
	Number of instructors.		Normal.		Other.			Normal.	Other.			To residents.	To non-residents.			
	Total.	Male.	Female.	Male.	Female.											
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
\$10,000	....	569	196	153	148	72	Yes.	15	....	3	37	.....	.....	4,000	\$300,000	100
20,000	10	137	29	28	38	42	Yes.	9	7	3	36	660	10	1,000	200,000	101
7,000	11	350	100	250	....	....	No..	32	....	3	38	....	40	350	20,000	102
2,000	3	201	117	80	1	3	No..	10	....	3	40	21 to 30	21 to 30	850	12,000	103
2,000	4	99	53	46	....	3	No..	4	....	3	40	....	....	600	6,000	104
630	7	166	80	71	10	5	Yes.	13	....	3	32	6	12	2,000	50,000	105
2,000	3	135	56	79	....	....	No..	15	0	3	40	20 to 32	20 to 32	500	50,000	106
2,000	3	71	31	33	4	3	No..	3	0	3	40	20 to 24	20 & 24	....	11,000	107
2,000	3	56	28	28	....	....	No..	4	....	3	40	20 to 24	20 to 24	....	....	108
10,000	3	46	2	44	....	....	Yes.	15	....	3	40	0	0	500	69,000	109
17,918	20	494	140	245	38	71	Yes.	23	0	2½ to 4	40	....	....	7,065	87,000	110
20,000	13	284	104	180	....	....	Yes.	21	....	4	40	0	16	12,200	....	111
14,992	12	229	46	92	41	50	Yes.	17	0	4	40	0	20	2,000	70,000	112
18,213	15	350	106	226	9	9	Yes.	22	....	2½ & 4½	40	....	16	1,750	90,000	113
39,000	3	216	69	102	16	29	Yes.	4	....	3 to 4	40	0	....	355	65,000	114
2,500	2	70	25	45	0	0	Yes.	0	0	3	38	0	0	700	20,000	115
1,500	3	20	0	20	0	0	Yes.	20	....	1	40	0	0	300	14,000	116
-----	4	30	....	30	....	....	Yes.	30	....	1	38	....	....	400	....	117

½ Includes board.

TABLE 19.—Statistics of private normal schools for 1885-'86;

	Location.	Name of school.	Date of organization.	Name of principal.
	1	2	3	4
1	Huntsville, Ala.	Rust Normal School	1870	A. W. McKinney
2	Mobile, Ala.	Emerson Institute.*	1873	Rev. M. E. Churchill
3	Dixon, Ill.	Northern Illinois Normal School*	1881	J. E. Dille, A. M.
4	Oregon, Ill.	Wells' School for Teachers and School of Individual Instruction.	1879	E. L. Wells.
5	Angola, Ind.	Tri-State Normal College	1884	Littleton M. Sniff
6	Hope, Ind.	Normal Pedagogical Institute	1883	J. F. W. Gatch, president.
7	Mitchell, Ind.	Southern Indiana Normal College*	1883	W. E. Lugenbeel and E. F. Sutherland.
8	Richmond, Ind.	Richmond Normal School	1883	Cyrus W. Hodgkin
9	Valparaiso, Ind.	Northern Indiana Normal School	1873	H. B. Brown
10	Columbus Junction, Iowa.	Eastern Iowa Normal School	1874	Edwin R. Eldridge, president.
11	Dexter, Iowa	Dexter Normal School*	1879	W. H. Monroe
12	Fort Scott, Kans	Kansas Normal College and Business Institute.*	1879	D. E. Sanders, president.
13	New Orleans, La	Leland University*	1874	Harvey R. Traver, A. M.
14	New Orleans, La. (370 Baronne street).	Peabody Normal Seminary	1870	Robert M. Lasher
15	Springfield, Me.	Springfield Normal School	1885	M. D. Barnes
16	Baltimore, Md. (cor. Harlem and Arlington avenues).	St. Catherine's Normal Institute*	1874	Sister Ferdinand, superior
17	Holmesville, Miss.	Kavanaugh College*	1884	Rev. H. Walter Featherstun.
18	Iuka, Miss.	Iuka Normal Institute*	1882	H. A. Dean, A. M.
19	Jackson, Miss.	Jackson College	1877	Rev. Charles Ayer
20	Republican City, Nebr	McPherson Normal College*	1884	H. T. Morton.
21	Newark, N. J. (College Place).	First German and English Presbyterian School.	1860	Gustav Fischer
22	Wilmington, N. C.	Gregory Institute*	1873	George A. Woodard
23	Wadsworth, Ohio.	Wadsworth Normal School	1885	J. B. Eberly, A. M.
24	Huntington, Pa.	Normal College.	1876	J. H. Brumbaugh
25	Muncy, Pa.	Lycoming County Normal School	1870	William R. Peoples
26	Aiken, S. C.	The Schofield Normal and Industrial School*.	1868	William T. Rodenback.
27	Chester, S. C.	Brainerd Institute*	1874	Rev. S. Loomes, A. M.
28	Winnaborough, S. C.	Fairfield Normal Institute.	1863	Rev. Willard Richardson.
29	Knoxville, Tenn.	Knoxville College	1875	Rev. J. S. McCulloch, D. D., president.
30	Memphis, Tenn.	Le Moyne Normal Institute	1872	Andrew J. Steele
31	Murfreesborough, Tenn.	Eclectic Normal Institute*	1884	James Waters.
32	Winchester, Tenn.	Winchester Normal	1878	James W. Terrell.
33	Austin, Tex	Tillotson Collegiate and Normal Institute.	1881	Rev. John Kershaw, president.
34	Richland Springs, Tex	Normal School	1885	A. D. Wallace
35	Milwaukee, Wis. (637 Broadway).	National German-American Teachers' Seminary.*	1878	Dr. Herman Dörner
36	St. Francis, Wis	Catholic Normal School of the Holy Family.*	1870	Rev. Charles Fessler, rector.

* From Report of the Commissioner of Education for year 1884-'85.

from replies to inquiries by the United States Bureau of Education.

Number of instructors.	Number of students.					Is there a model school attached to the institution?	Whole number of graduates in 1886.		Number of years in normal course.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	Number of volumes in library.	Value of grounds, buildings, and apparatus.		
	Total.	Normal.		Other.			Normal.	Other.							
		Male.	Female.	Male.	Female.										
5	6	7	8	9	10	11	12	13	14	15	16	17	18		
4	194	(76)		(118)		No.	4		3	36		150	\$12,000	1	
9	329	(22)		(307)									8,550	2	
17	403	204	199			No.	(25)		4	40	\$32	1,750	100,000	3	
2	121	(105)		(15)							52	100	5,000	4	
11	362	210	152					5	5	1-3	48	383	600	15,000	5
5	302	160	120	10	12	Yes.	14	3	1	50	40	1,000	30,000	6	
8	501	240	200	35	25	Yes.	(52)		4	47	38	1,000	15,000	7	
6	278	(232)		(46)								40	250		8
21	972	(802)		(80)			(80)		2-4	50	40	5,000	200,000	9	
10	220	85	92	23	20	No.	7	1	4	46	36	500	30,000	10	
C	410	200	210				(13)		3	50	40		15,000	11	
14	580	350	230			No.	(35)		4	42	32	800	15,000	12	
b10	b265	b140	b125						4	34	8	1,000	100,000	13	
3	12	0	12				6	5	2	47	54	750		14	
4	90	(90)		0	0							8	6,000	15	
	170													16	
6	125									40	30		1,000	17	
9	250	115	135			No.	(21)		4	46	46	417	4,000	18	
6	251	(179)		(72)						34	66-78		30,000	19	
4						Yes.			3	39	50	2,000		20	
6	270	(270)									12	150	10,000	21	
b8	3	1	2			No.	(2)		2-4	32	8	100	4,000	22	
5	125	65	60			No.			3	40	28	1,200	15,000	23	
9	229	(139)		(93)							42	1,545	25,000	24	
14	264	112	122	14	16	Yes.	24		2 1/2	20	16	500	40,000	25	
8	90	20	15	29	26	Yes.	(2)		3	36	10	1,400	15,000	26	
5	129	(129)				Yes.			6	36	0	100	10,000	27	
5	369	(112)		(248)									5,800	28	
13	827	(52)		(275)							55-64	1,220	46,000	29	
12	145	60	85			Yes.	8		4	34	14	1,600	20,000	30	
7	188	12	7	74	45	No.	(0)		7	40	16-50	400		31	
8	350									40	50			32	
11	113	(13)		(100)						55				33	
2	28	16	12	0	0	Yes.	0	0	3	44	22	196	500	34	
6	17	11	6			Yes.			3	40	0	400	25,000	35	
5	101						(8)		4	40	40	800	50,000	36	

a Value of buildings.

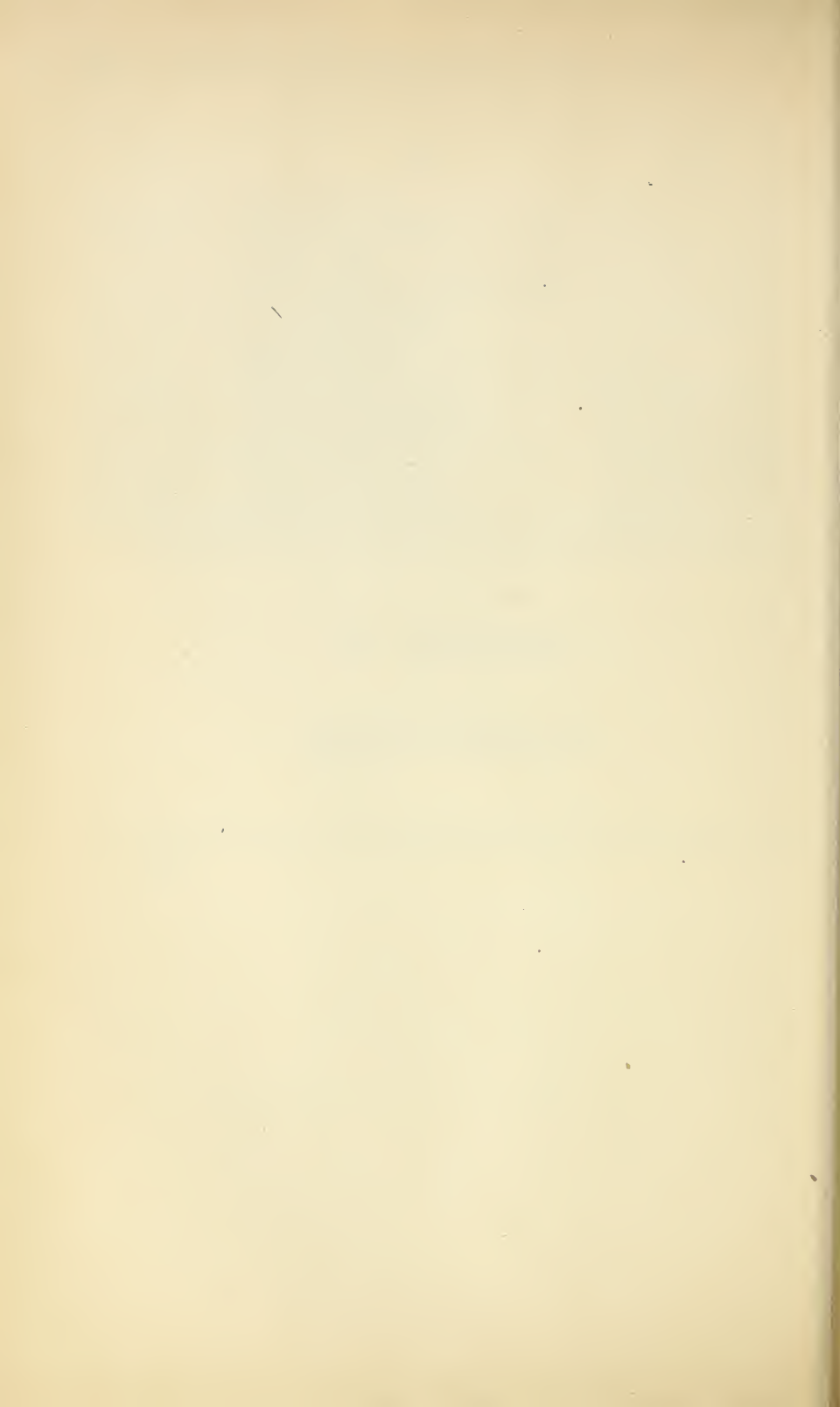
b For all departments.

Memoranda to Tables 18 and 19.

Location.	Name.	Remarks.
Waynesborough, Ga...	Haven Normal School	No information received.
Elkhart, Ind.....	Elkhart Normal School.....	No information received.
Fort Wayne, Ind.....	Training School, department of public schools ..	Closed.
Paoli, Ind.....	Southern Indiana Normal School.....	No information received.
Waverly, Iowa.....	Teachers' Seminary of the German-Evangelical Lutheran Synod.	No information received.
Garnett, Kans	Garnett Normal School and Business Institute ...	No information received.
Embla, Md	The Theresianum (Notre Dame of Maryland) ...	No information received.
Cambridge, Mass	Training School for Teachers.....	No information received.
Adrian, Mich	Training School for Teachers.....	No information received.
Florisant, Mo	St. Stanislaus Seminary	No information received.
Liberal, Mo	Liberal Normal School	Closed.
Fremont, Nebr	Normal and Business College.....	No information received.
Lumberton, N. C.....	Whitin Normal School	No information received.
Ashland, Ohio.....	Ashland College Normal School	No information received.
Milan, Ohio	Western Reserve Normal School.....	No information received.
Montoursville, Pa.....	Lycoming County Normal School.....	No information received.
Philadelphia, Pa	Institute for Colored Youth	No information received.
Humboldt, Tenn	Humboldt Normal Institute	No information received.
Jonesborough, Tenn	The Warner Institute	No information received.
Maryville, Tenn	Freedman's Normal Institute	No information received.
Petersburgh, Va	St. Stephen's Normal School	No information received.
Richmond, Va	Richmond Normal School	No information received.
Concord, W. Va.....	Concord State Normal School	No information received.

APPENDIX IV.

KINDERGARTENS.



KINDERGARTENS.

NUMBER OF INSTITUTIONS.

The total number of kindergartens reported to the Office for the present year is 417, with 945 instructors and 21,630 pupils. This shows very little change from the report of 1884-'85, due probably to the imperfect returns received.

As far as reported the manner of support of each kindergarten has been tabulated this year, giving 128 supported by tuition, 118 by public funds, and 121 by charity.

CHARITY KINDERGARTENS.

A great part of the work is still carried on by charity, San Francisco, Chicago, Boston, and Philadelphia taking the lead in establishing and maintaining free kindergartens.

In San Francisco, under the care of four associations, 22 kindergartens are supported, one society alone, the Golden Gate Association, having 983 children under its care.

Chicago has a free kindergarten association with 13 kindergartens for the present year and a free training class for teachers with 45 pupils, whose graduates teach in the free kindergartens.

In Boston, Mrs. Quincy A. Shaw, by whose generosity the cause in that city received its greatest impulse, supports 18 kindergartens.

Under the Subprimary School Society in Philadelphia there are 29 kindergartens supported by charity and public funds combined.

Cincinnati has 6 charity kindergartens, Indianapolis 4, and Portland, Oregon, 4, each under the care of an association having for its object the establishment of free kindergartens and the training of teachers for this work.

Kindergarten departments have been established in several institutions for the blind and the deaf and dumb, in orphan asylums and schools for the feeble minded, where their effects are most beneficial, bringing joy and comfort to many a little heart shut out from much of this world's happiness.

PUBLIC KINDERGARTENS.

The work of making the kindergarten a part of our public-school system is only a question of time. The most eminent educators of the day recognize and indorse its principles and methods, and only the expense involved prevents its becoming at once the lowest grade of the public schools of our leading cities.

According to the latest reports now in this Office, in St. Louis all children receive one year of kindergarten instruction before entering the primary schools, and some of the features of the kindergarten are carried into the first year's primary work, thus making a natural transition from the kindergarten to the school.

Milwaukee has 10 public kindergartens; Ionia, Mich., 3; and Muskegon, in the same State, 4, while Des Moines, Iowa, has supported 2 for the last two years.

In Philadelphia part of the kindergartens under the Subprimary School Society are in public-school buildings and supported by public funds, and Superintendent MacAlister says: "Philadelphia can no longer afford to be without the kindergartens." Steps are being taken to make it a part of the public-school system.

The superintendent of schools, Springfield, Mass., in a report on introducing kindergartens into public schools, says: "Those who have studied the system and observed its results generally concede the following:

1. The children trained by it are more submissive to school discipline;
2. They are more intelligent, more exact observers, and grasp ideas more readily than others;

"3. They make greater progress in school work, especially in arithmetic, drawing, the sciences, and in the use of language to express their own ideas;

"4. This kind of training, better than any other, leads directly to industrial education.

"The impression usually left upon the mind of any careful observer by a group of kindergarten children is that they are very cheerful, intelligent, active, and exceedingly fond of school work. None but those of rare qualifications can succeed as teachers in this work. Indeed, it would seem that a kind of instinct and a genius for teaching, as well as careful training, are here necessary for the highest success. But in the hands of a teacher of such endowments the kindergarten, whether judged in reference to its principles and philosophy or its results, is probably one of the most successful educational agencies ever put in practice. * * * An attempt to introduce this system at once into all our primary schools would meet with two objections, the first of which is the large expense necessary to provide additional rooms, appliances and material, furniture and teachers. Then, as a second objection, there is the difficulty of obtaining a sufficient number of well-qualified teachers, one of the greatest obstacles everywhere to the success of the kindergarten."

Though the outlook is not as encouraging as could be wished, the advocates of the cause are not disheartened, for they feel that, though its growth is slow, there is a growing appreciation of its principles from year to year, and that the day is not far distant when kindergartens will be open to every child in our land.

Meanwhile many of the kindergarten methods and occupations are being introduced into our primary schools; teachers are becoming imbued with their principles, thereby bringing more love and happiness into the school-room, and when the time is ripe for their adoption they will undoubtedly be welcomed by all.

KINDERGARTEN TRAINING SCHOOLS.

The kindergarten training schools, heretofore classed with private normal schools, have this year, for convenience of reference, been placed in a table by themselves. As far as reported there are 41 schools, with 67 instructors and 452 pupils. Several of these classes are in connection with public normal schools, while Des Moines, Iowa, Muskegon, Mich., and St. Louis, Mo., each support a public training class.

The demand is increasing yearly for trained kindergartners, not only to take charge of pure kindergartens, but to fill positions in the primary and lower grades of our public schools.

In several normal schools where the full training is not given the classes are permitted to observe in a kindergarten and are instructed in the games and some of the occupations, showing the gradual appreciation by school officers of the methods and principles of the system.

TABLE 20.—*Summary of statistics of kindergartens.*

States and Territories.	Number of kindergartens.	Number of teachers.	Number of pupils.	Number supported by tuition.	Number supported by public funds.	Number supported by charity.
1	2	3	4	5	6	7
Alabama	1	3	35	1	.....	.....
California	36	70	1,814	5	2	26
Colorado	2	3	144	.....	2	.....
Connecticut	10	18	347	6	1	1
Delaware	1	2	23	1	.....	.....
Georgia	3	5	51	3	.....	.....
Illinois	31	105	2,246	8	2	18
Indiana	9	20	445	3	.....	4
Iowa	4	9	166	2	2	.....
Kansas	4	9	156	1	.....	1
Kentucky	2	3	27	1	.....	.....
Louisiana	2	10	160	2	.....	.....
Maine	2	3	51	.....	1	.....
Maryland	5	16	236	3	.....	1
Massachusetts	41	79	1,482	19	2	18
Michigan	14	30	808	2	8	2
Minnesota	5	12	177	4	.....	1

TABLE 20.—*Summary of statistics of kindergartens—Continued.*

States and Territories.	Number of kindergartens.	Number of teachers.	Number of pupils.	Number supported by tuition.	Number supported by public funds.	Number supported by charity.
1	2	3	4	5	6	7
Missouri.....	66	181	5,236	.....	64	2
Nebraska.....	1	2	40	.....	.....	.....
New Hampshire.....	1	1	35	.....	.....	.....
New Jersey.....	10	22	410	6	1	.....
New York.....	40	91	1,916	18	5	10
North Carolina.....	2	3	54	1	.....	.....
Ohio.....	27	66	788	13	4	5
Oregon.....	4	8	124	1	.....	3
Pennsylvania.....	53	94	1,791	14	9	26
Rhode Island.....	3	11	156	2	.....	.....
Tennessee.....	1	1	19	1	.....	.....
Texas.....	1	1	15	.....	1	.....
Vermont.....	1	2	14	1	.....	.....
Wisconsin.....	22	41	2,286	4	12	.....
Dakota.....	2	4	52	.....	.....	.....
District of Columbia.....	8	16	165	4	2	2
Indian Territory.....	1	2	71	.....	.....	1
New Mexico.....	1	1	10	1	.....	.....
Utah.....	1	1	90	1	.....	.....
Total.....	417	945	21,640	128	118	121

TABLE 21.—*Summary of statistics of kindergarten training schools.*

States.	Number of schools.	Number of instructors.	Number of pupils.
1	2	3	4
Alabama.....	1	1	2
California.....	2	3	35
Connecticut.....	2	3	12
Illinois.....	3	5	78
Indiana.....	2	11	35
Iowa.....	1	1	9
Louisiana.....	2	2	4
Maryland.....	1	2	12
Massachusetts.....	5	5	33
Michigan.....	1	1	7
Minnesota.....	1	1	3
Missouri.....	1	4	60
New York.....	9	10	48
Ohio.....	2	2	23
Oregon.....	1	2	7
Pennsylvania.....	3	8	58
Vermont.....	1	1	.....
District of Columbia.....	3	5	26
Total.....	41	67	452

No.	Name	Year	Teachers	Children	Age	Charity
29	San Francisco, Cal. (218 Brum- mido street).	1885	Miss Marie Scheintze	1	80	0
21	San Francisco, Cal. (1816 Sacra- mento street).	1889	Miss Emma M. Newdel	30	3-12	0
22	San Francisco, Cal. (232 1st st.)	1880	Ella F. James	40	3-6	0
23	San Francisco, Cal. (614 Silver st.)	1883	Miss Helen Garrison	43	2-4	0
24	San Francisco, Cal. (1519 Stern- monte street).	1879	Mrs. Mary E. Ward	1	20	23
25	San Francisco, Cal. (116 Jackson street).	1884	Miss Belle T. Scott	1	25	0
26	San Francisco, Cal. (334 Baile st.)	1886	Mrs. Sumner Johnson	1	60	0
27	San Francisco, Cal. (cor. Pacific and Sanson streets).	1884	Miss Bertha Dossé	3	100	0
28	San Francisco, Cal. (1906 Mason street).	1884	Miss Louise Patch	2	125	0
29	San Francisco, Cal. (1906 Mason street).	1884	Miss May Loveland	2	125	0
30	San Francisco, Cal. (8th and Brannan streets).	1881	Miss Jennie Wheaton	4	150	0
31	San Francisco, Cal. (8th and Brannan streets).	1885	Miss Annie Herrick	4	150	0
32	San Francisco, Cal. (3270 Mis- sion street).	1885	Miss Mary G. Ambie	2	99	0
33	San Francisco, Cal. (Mealo Park)	1885	Miss Emma Dixon	1	38	0
34	San Francisco, Cal. (512 Union st.)	1881	Miss Annie Snowball	0	50	0
35	San Francisco, Cal. (233 Fell st.)	1883	Jennie C. Parker	1	65	0
36	San Francisco, Cal. (922 Post st.)	1876	Mrs. Taubman	1	25	24
37	San José, Cal.	1882	Cynthia C. Yun	40	19	0
38	Colorado Springs, Colo.	1883	Sara A. Allan	(125)	5-6	0
39	Fort Collins, Colo.	1883	Hannah W. Torry	4	(80)	0
40	Bridgeport, Conn. (287 Myrtle st.)	1872	Emma H. Buell	0	12	0
41	Fair Haven, Conn. (Quinnipiac street).	1835	M. Louise Bacon	12	12	40
42	Hartford, Conn.	1882		23		
43	Lakeville, Conn.					
44	New Britain, Conn.	1881	Clara W. Miggins	70	23	10
45	New Haven, Conn. (183 Frank- lin street).	1881	Miss Angelina Brooks	1	50	0
46	New Haven, Conn. (Congress avenue, cor. Vernon street).	1884	Emma L. Brown	1	35	0
47	New Haven, Conn. (99 Howe st.)	1875	Miss M. L. Crossotto	2	16	40
48	New Milford, Conn. (Blm st.)	1877	Mary C. Wells	0	6	9
49	Norwalk, Conn.	1877	Mrs. Arthur H. Bissell	7	7	0
50	Fargo, Dak. (Tenth street)	1881	Mrs. Josephine H. Colby	1	24	0

c Charge per term.

b Also pupils of Mrs. Wiggins' training class.

a Charge per month.

c From a return for the year 1884-85.

TABLE 22.—Statistics of kindergartens for 1885-'86, &c.—Continued.

Location.	Name of kindergarten.	When established.	Name of conductor.	Number of assistants.	Pupils.			Annual charge for tuition.		How is your kindergarten supported?
					Number attending kindergarten.	Number in connecting class.	Between what ages.	In ten kindergartens.	In connecting class.	
1	2	3	4	5	6	7	8	9	10	11
51 Sioux Falls, Dak. (cor. Spring avenue and 14th street).	Spring Avenue Kindergarten.....	1885	Emily A. Leavitt.....	1	28	.....	3-8	.....	.....	.....
52 Wilmington, Del. (901 Washington street).	Fröbel Kindergarten.....	1880	Miss Thalia L. M. Negondank.....	1	23	.....	3-8	\$50	Tuition.	Tuition.
53 Washington, D. C. (1127 13th st.).	Fröbel Institute and Kindergarten....	1875	Misses Susie Pollock and Catherine Noert.....	1	18	18	4-12	a \$16	Tuition.	Tuition.
54 Washington, D. C. (923 19th st.).	Garfield Kindergarten.....	1882	Mrs. Anna B. Ogden.....	1	12	2	3-6	a 10	a 12	Tuition.
55 Washington, D. C. (8th street, north of Grant avenue).	Kindergarten, Home for Destitute Colored Children.....	1882	Nellie Arnold Plummer.....	0	16	9	2½-6	0	0	Public funds.
56 Washington, D. C. (cor. 11th and E. streets).	Miner Free Kindergarten.....	1883	Miss Bessie Cook.....	.....	18	.....	3-7	0	.....	Miner fund.
57 Washington, D. C. (1017 10th st.).	National Kindergarten and Primary School.....	1874	Mrs. Louisa Pollock.....	3	12	14	4-8	42	50	Tuition.
58 Washington, D. C. (923 19th st.).	Nineteenth Street Free Kindergarten....	1885	Mrs. L. C. F. Mann.....	.....	10	.....	3-7	0	.....	Charity.
59 Washington, D. C. (706 K street).	Pennsara Free Kindergarten.....	1883	Mrs. Louisa Pollock.....	2	30	0	3-6	0	0	Charity.
60 Washington, D. C. (1224 12th st.).	Miss Poesche's Kindergarten.....	1885	Miss Rosa Poesche.....	1	6	.....	5-8	40	.....	Tuition.
61 Albany, Ga. (cor. Residence and Jefferson streets).	Kindergarten, Albany Female Seminary.....	1879	Miss Josephine Waller.....	.....	.....	.....	.....	22	.....	Tuition.
62 Atlanta, Ga.....	Kindergarten, Atlanta Female Seminary.....	1880	Miss Hatlie Glover.....	1	20	.....	4-7	.....	.....	Tuition.
63 Anzusta, Ga. (915 Reynolds st.).	American Kindergarten.....	1882	Miss Minnie K. Hora.....	1	(31)	.....	4-11	22½	23½	Tuition.
64 Belleville, Ill. (Jackson street).	Belleville Kindergarten.....	1875	Miss Mary Schneider.....	1	40	.....	3-7	.....	.....	Tuition.
65 Chicago, Ill. (334 and Butterfield street).	Armour Kindergarten.....	1882	Miss F. A. McNair.....	3	60	.....	3-7	0	.....	Charity.
66 Chicago, Ill. (406 S. Clark street).	Bethesda Mission Kindergarten.....	1882	Marion E. Noble.....	3	62	.....	3-8	0	0	Charity.
67 Chicago, Ill. (235 Clybourn ave).	Central Church Mission Kindergarten....	1884	Mrs. A. B. Swift.....	3	320	125	3-10	0	.....	Charity.
68 Chicago, Ill. (3027 Butler street).	Doremus Mission Kindergarten.....	1883	Miss Anna B. Holmes.....	3	.....	.....	.....	0	.....	Charity.
69 Chicago, Ill. (681 W. Monroe st.).	Elementary School and Kindergarten....	1880	Mrs. Susan W. Beardsley.....	3	20	50	3-7	35	40	Tuition.
70 Chicago, Ill. (Ashland avenue and Hastings street).	Fowler Free Kindergarten.....	1881	Fanny J. Gardner.....	6	125	.....	3-7	0	.....	Charity.
71 Chicago, Ill. (122 S. Morgan st.).	German-American Kindergarten.....	1873	Miss Mathilde Barmester.....	2	15	20	3-8	25	30	Tuition.

No.	City	Name	Teacher	1	60	110	3-6	0	Charity.
72	Chicago, Ill.	German Kindergarten	Johanna Bothke	1	60	110	3-6	0	Charity.
73	Chicago, Ill.	Herford Free Kindergarten, A. M. *	Miss Hattie A. Lindsay	2	50	.....	3-5	0	Charity.
74	Chicago, Ill.	Herford Free Kindergarten, P. M. *	Miss Eleanor Long	2	45	.....	3-5	0	Charity.
75	Chicago, Ill.	Kindergarten	Sister M. Angela	1	(130)	.....	2-7	.....	Tuition and charity.
76	Chicago, Ill.	Kindergarten, Girls' Higher School *	Miss Lillian Greenleaf	1	19	34-7	.....	50	Tuition.
77	Chicago, Ill.	Kindergarten, Misses Grant's Seminary	Annie Howe and Nellie Alexander	1	60	.....	.....	60	Tuition.
78	Chicago, Ill.	Kindergarten, Mrs. Loring's School for Young Ladies.	Betty Harrison	1	16	3	3-6	60	Tuition.
79	Chicago, Ill.	Kirkland Kindergarten	Miss Mary L. Barnes	1	23	46	3-7	50	Tuition.
80	Chicago, Ill.	Lincoln Park Kindergarten *	Miss Susie E. Spaulds	4	65	.....	4-7	0	Charity.
81	Chicago, Ill.	Mario Chapel Kindergarten	Miss Anna E. Bryan	5	95	.....	3-6	0	Charity.
82	Chicago, Ill.	Michigan Avenue Kindergarten	Miss Ida E. McLane	4	70	0	3-7	0	Charity.
83	Chicago, Ill.	Moseley Chapel Kindergarten	Miss Mary McC. Boomer	5	93	.....	3-7	0	Charity.
84	Chicago, Ill.	Plymouth Kindergarten	Anna B. Holmes	3	70	.....	3-6	0	Charity.
85	Chicago, Ill.	Railroad Chapel Kindergarten	Miss Ida Cunningham	3	68	.....	3-8	0	Charity.
86	Chicago, Ill.	South Halstead Street Kindergarten	Nellie L. Cloudman	5	130	.....	3-6	0	Charity.
87	Chicago, Ill.	Tabernaclc Church Kindergarten	Miss Geogin E. Tanner	3	70	.....	3-8	0	Charity.
88	Chicago, Ill.	Takcoff Day Nursery and Free Kindergarten	Miss Netta E. Weeks	1	38	.....	3-7	0	Charity.
89	Englewood, Ill.	Kindergarten, Voice and Hearing School for the Deaf.	Miss Bell	6	.....	.....	.....	.....	.....
90	Evanston, Ill.	Kindergarten	Hester E. Walker	1	30	.....	4-7	0	Charity.
91	Galesburg, Ill.	Free Kindergarten	M. Evelyn Strong	1	29	.....	3-8	.....	.....
92	Hyde Park, Ill.	Public square	Emily Hayward	1	60	25	3-	.....	Public funds.
93	Normal Park, Ill.	Forestville Public Kindergarten	Mrs. Alice H. Putman	3	40	.....	3-7	10	Charity and public funds.
94	Peoria, Ill.	Cook County Normal School Kindergarten	Miss Anna Miller	1	18	.....	3-8	.....	.....
95	Indianapolis, Ind.	Misc. Miller's Kindergarten	Miss Agnes Young	3	90	15	2 1/2-7	0	Charity.
96	Indianapolis, Ind.	Free Kindergarten No. 1	Miss Ida M. Perry	2	62	.....	2 1/2-7	0	Charity.
97	Indianapolis, Ind.	Free Kindergarten No. 2	Miss Rose Baker	2	86	.....	2 1/2-7	0	Charity.
98	Indianapolis, Ind.	Free Kindergarten No. 3	Miss Nettie M. Duzan	2	84	.....	2 1/2-7	0	Charity.
99	Indianapolis, Ind.	Free Kindergarten No. 4	Mary E. Farquhar	1	35	.....	4-7	48	Tuition.
100	Indianapolis, Ind.	Kindergarten, Girl's Classical School	Mrs. Jessie Wright	0	15	.....	3-7	25	Tuition.
101	Indianapolis, Ind.	Northeast Kindergarten	Mrs. Eudora Hoffmann	.....	24	.....	4-6	30	Tuition.
102	Marion, Ind.	La Porte Kindergarten	Eva B. Bearce	.....	18	.....	3-7	.....	.....

* From a return for 1884-'85. & Charge per term.

TABLE 22.—Statistics of kindergartens for 1885-'86, &c.—Continued.

Location.	Name of kindergarten.	When established.	Name of conductor.	Number of assistants.	Pupils.			Annual charge for tuition.		How is your kindergarten supported?
					Number attending kindergartens.	Number in connecting class.	Between what ages.	In kindergartens.	In connecting class.	
1	2	3	4	5	6	7	8	9	10	11
103 Terre Haute, Ind.....	Kindergarten, Indiana State Normal School.*	1881	L. Estelle Husted.....	1	18	.....	4-8	.....	.....	.....
104 Vinita, Ind. T.....	Kindergarten, Worcester Academy.....	1882	Emma G. Musick.....	1	34	37	5-8	.....	.....	Charity.
105 Des Moines, Iowa (904 9th st.)..	Miss Baldwin's Kindergarten.....	1886	Clara B. Baldwin.....	1	16	.....	4-8	.....	.....	Tuition.
106 Des Moines, Iowa (17th and Crocker streets).	Hawthorne Public School Kindergarten	1884	Lizzie M. Willis.....	2	69	.....	5-7	.....	.....	Public funds.
107 Des Moines, Iowa, (Pleasant st.)	Irving Public School Kindergarten.....	1884	Rose Morrison.....	2	60	.....	5-6	.....	.....	Public funds.
108 Manchester, Iowa, (Howard st.)	Manchester Kindergarten.....	1879	Elna K. Congar.....	0	29	10	3-7	.....	.....	Tuition.
109 Emporia, Kans. (Main street).	Kindergarten, State Normal School*..	1882	Emile Kuhlmann.....	2	35	.....	3-8	.....	.....	Charity.
110 Kansas Center, Kans. (11 Third street).	Miss Fowler's Free Kindergarten.....	1864	Alice M. Choney.....	3	40	.....	3-8	0	.....	.....
111 Lawrence, Kans. (Kentucky st.)	Lawrence Kindergarten.....	1873	Miss Georgia Coathupe.....	0	16	8	3-10	30	\$30	Tuition.
112 Topeka, Kans.....	Kindergarten, College of the Sisters of Bethany.*	1880	Miss Lizzzo Olfcoet.....	2	63	.....	3-7	.....	.....	.....
113 Ashland, Ky. (Winchester ave.)	Ashland Kindergarten.*	1884	Miss Katie Kmllee.....	0	20	.....	3-7	.....	.....	Tuition.
114 Covington, Ky. (32 Sanford st.)..	Kindergarten, Miss Gibson's Day School.*	1883	Miss Jennie L. Gibson.....	1	7	.....	4-7	.....	.....	.....
115 New Orleans, La. (506 Prytania street).	Sixth District Institute and Kindergarten.	1882	Miss Annie B. Shearer.....	4	50	29	4-10	.....	.....	Tuition.
116 New Orleans, La. (67 Collisenn street).	Southern Academic and Kindergarten Institute.	1881	Mrs. J. E. Seaman.....	4	75	15	4-9	45	54	Tuition.
117 Portland, Me. (448 Spring st.)..	Mrs. Carter's Kindergarten*.....	1884	Alice L. Carter.....	1	21	.....	3-5	.....	.....	Public funds.
118 Portland, Me. (Center street)...	Public Kindergarten.....	1883	Sally C. Barston.....	0	30	.....	3-6	.....	.....	Charity.
119 Baltimore, Md. (704 East Baltimore street).	Free Kindergarten of W. C. T. U.....	1883	Mrs. S. L. Welsh.....	1	60	0	3-6	.....	.....	.....
120 Baltimore, Md. (Townsend and Division streets).	Kindergarten, St. Vincent's Infant Asylum.*	1882	Sister Mary Joseph.....	2	60	.....	3-7	.....	.....	.....
121 Baltimore, Md. (915 Cathedral street).	Mrs. Parkhurst's Kindergarten.....	1883	Agnes Ross Parkhurst.....	7	40	36	3-6	60	75	Tuition.
122 Baltimore, Md. (31 Cathedral st.)	School and Kindergarten.....	1875	Miss Mary B. Stewart.....	0	9	9	3-8	54	54	Tuition.
123 Baltimore, Md. (North Gay st.)	Zion School Kindergarten.....	1866	Miss H. Kaessman.....	1	12	29	5-7	20	26	Tuition.

TABLE 22.—Statistics of kindergartens for 1835-86, &c.—Continued.

	Location.	Name of kindergarten.	When established.	Name of conductor.	Number of assistants.	Pupils.			Annual charge for tuition.		How is your kindergarten supported?
						Number attending kindergarten.	Number in connecting class.	Between what ages.	In kindergarten.	In class.	
	1	2	3	4	5	6	7	8	9	10	11
157	South Boston, Mass. (5th st.)	Free Kindergarten, Howe School-house	1878	Emile F. Bethmann	1	50	.....	4-5	0	.....	Charity.
158	South Boston, Mass.	Kindergarten, Perkins Institution and Massachusetts School for the Blind.	1885	.....	.....	.....	.....	.....	.....	.....	.....
159	South Boston, Mass. (723 8th st.)	Kindergarten School for Feeble-minded.	1880	Asbury G. Smith, M. D., supt.	1	23	.....	6-15	.....	.....	Public funds
160	South Boston, Mass. (414 5th st.)	Private Kindergarten	1885	Frieda M. Bethmann	0	10	.....	3-7	\$4	.....	Tuition.
161	West Newton, Mass. (Highland street)	West Newton Kindergarten	1880	Mrs. N. C. Sweetser	0	14	0	2-5	60	.....	Tuition.
162	Worcester, Mass. (176 South-bridge street)	Free Kindergarten and Day Nursery	1883	Mary Harvey Burgess	.....	20	.....	2-7	0	.....	Charity.
163	Worcester, Mass. (25 Harvard street)	Miss Kilham's Kindergarten	1885	Miss Lizzie H. Kilham	0	14	.....	3-7	45	.....	Tuition.
164	Worcester, Mass. (Laurel st.)	Miss Wilson's Kindergarten	1877	Miss Mary E. Wilson	.....	.....	.....	3-8	40	.....	Tuition.
165	Coldwater, Mich.	State Public School Kindergarten	1884	Sarah B. Goodman	1	46	.....	4-6	.....	.....	Public funds.
166	Benton Harbor, Mich. (Maple street)	Mrs. Edgewood's Kindergarten *	1884	Victoria C. Edgewood	1	23	.....	3-7	.....	.....	.....
167	Detroit, Mich. (38 Church st.)	Detroit Day Nursery and Kindergarten.	1882	Miss Olga Meyrowitz	0	57	0	3-8	0	.....	Charity.
168	Detroit, Mich. (251 La Fayette street)	Kindergarten, German-American Seminary.	1867	Miss Minna Budder	1	40	42	4-6	15	.....	Tuition.
169	Detroit, Mich. (McDonnell ave.)	Kindergarten, St. Vincent's Orphan Asylum.	1882	Miss Teresa Flanagan	1	50	.....	2-5	.....	.....	Charity.
170	East Saginaw, Mich. (601-605 La Peer street)	German Kindergarten *	1876	Miss Laura Ebel	2	85	.....	3½-7	.....	.....	.....
171	Ionia, Mich. (Central School building)	Kindergarten and Primary School	1879	Mary M. Cadwell	1	68	.....	5-	0	.....	Public funds.
172	Ionia, Mich. (4th ward building)	Kindergarten and Primary School	1882	Annie Jenks	.....	69	.....	5-	0	.....	Public funds.
173	Ionia, Mich. (2d ward building)	Kindergarten and Primary School	1880	Mae H. Smith	0	24	14	5-7	0	0	Public funds.
174	Muskegon, Mich.	Apple Street Public Kindergarten	1884	.....	.....	.....	.....	.....	.....	.....	.....
175	Muskegon, Mich. (Webster ave.)	Central Public Kindergarten	1884	.....	.....	.....	.....	.....	.....	.....	.....
176	Muskegon, Mich.	Nelson Public Kindergarten	1884	.....	.....	.....	.....	.....	.....	.....	.....
177	Muskegon, Mich.	Ransom Public Kindergarten	1886	Sara E. Grigg	12	(260)	.....	4-6	0	0	Public funds.

No.	Name of Kindergarten	Year	Manager	No. of Children	Age	Value of Public Funds	Value of Charitable Funds	Total Value of Funds
178	Saginaw, Mich. (Fayette st.)	1880	Bertha Moyo	30	3-7	.....	.....	Tuition and public funds.
179	Minneapolis, Minn. (205 South 9th street)	1877	Miss Elizabeth C. Stephenson	1	16	8	\$54	36
180	Minneapolis, Minn. (1416 2d st. south)	1880	Ella A. Foote	1	60	.....	0	Charity.
181	St. Paul, Minn. (459 Portland avenue)	1883	Miss Alice Boyden	1	20	8	50	50
182	St. Paul, Minn. (305 East 9th st.)	1881	Miss Julio Nollo	1	20	12	50	50
183	Winona, Minn.	1880	Mrs. Harriot R. Donovan	3	33	.....	24	Tuition.
184	Kansas City, Mo. (123 E. 4th st.)	1883	Miss Eva Riley	1	25	.....	0	Charity.
185	Kansas City, Mo. (1115 Charles street)	.....	Miss Helen Craig	0	20	35	0	Charity.
186	St. Louis, Mo. (Hobart street, between 13th and 14th streets)	1875	Maria A. Kearney	2	682	.....	0	Public funds.
187	St. Louis, Mo. (Hobart street, between 13th and 14th streets)	1876	Maria A. Kearney	1	670	.....	0	Public funds.
188	St. Louis, Mo. (corner Bates and Collins streets)	1876	Lina G. Shirley	2	6126	.....	0	Public funds.
189	St. Louis, Mo. (corner Bates and Collins streets)	1876	Lina G. Shirley	1	6126	.....	0	Public funds.
190	St. Louis, Mo. (Dodder street and St. Louis avenue)	.....	Fannie Dodgo	4	6106	.....	0	Public funds.
191	St. Louis, Mo. (Dodder street and St. Louis avenue)	.....	Ida Richeson	3	692	.....	0	Public funds.
192	St. Louis, Mo. (corner Loughborough and Virginia avenues)	1872	Mrs. Cornelia L. Maury	1	35	.....	0	Public funds.
193	St. Louis, Mo. (corner 3d and Hurck streets)	.....	Mary F. Choicel	1	694	.....	0	Public funds.
194	St. Louis, Mo. (15th and Carr streets)	.....	Lizzie Hart	2	.....	.....	0	Public funds.
195	St. Louis, Mo. (15th and Carr streets)	.....	Sevilla Brady	1	.....	.....	0	Public funds.
196	St. Louis, Mo. (corner Carroll and 10th streets)	1875	Sallie A. Shawk	1	694	.....	0	Public funds.
197	St. Louis, Mo. (corner Carroll and 10th streets)	1875	Sallie A. Shawk	1	690	.....	0	Public funds.
198	St. Louis, Mo. (Shenandon ave. near Gravois road)	.....	Lillie Hammerstein	1	696	.....	0	Public funds.
199	St. Louis, Mo. (Shenandon ave. near Gravois road)	.....	Inula Werth	1	694	.....	0	Public funds.
200	St. Louis, Mo. (Chouteau avenue, near Ewing)	.....	Irene P. Wilson	2	.....	.....	0	Public funds.
201	St. Louis, Mo. (corner 10th and Farrar streets)	1876	Iola M. Gwathmey	2	98	.....	0	Public funds.
202	St. Louis, Mo. (corner 10th and Farrar streets)	1876	Sarah J. Hughes	2	75	.....	0	Public funds.
203	St. Louis, Mo. (Gratton street)	1877	Nellie Fisher	1	46	.....	0	Public funds.
204	St. Louis, Mo. (Gratton street)	.....	Nellie Fisher	2	665	.....	0	Public funds.

* From a return for 1884-'85. † In 1883 and 1884. ‡ Charge per week.

TABLE 22.—Statistics of kindergartens for 1885-86, &c.—Continued.

Location.	Name of kindergarten.	When established.	Name of conductor.	Number of assistants.	Pupils.		Annual charge for tuition.		How is your kindergarten supported?	
					Number attending kindergartens.	Number in connecting class.	In kindergarten.	In connecting class.		
1	2	3	4	5	6	7	8	9	10	11
205 St. Louis, Mo. (Henrietta street).	Compton (a. m.) Kindergarten.....	1880	Ira Jorgensen.....	1	30	.....	6-8	0	.....	Public funds.
206 St. Louis, Mo. (Dayton and Glasgow avenues).	Divell (a. m.) Kindergarten.....	1874	Susie M. Simmons.....	4	681	.....	6-	0	.....	Public funds.
207 St. Louis, Mo. (Dayton and Glasgow avenues).	Divell (p. m.) Kindergarten.....	1873	Miss Kate Sayers.....	2	75	.....	5-9	0	.....	Public funds and tuition.
208 St. Louis, Mo. (11th and Howard streets).	Douglass (a. m.) Kindergarten.....	.....	Lillie Park.....	2	.....	.....	6-	0	.....	Public funds.
209 St. Louis, Mo. (11th and Howard streets).	Douglass (p. m.) Kindergarten.....	.....	Addie E. Andrews.....	1	.....	.....	6-	0	.....	Public funds.
210 St. Louis, Mo. (15th and Pine streets).	Eliot (a. m.) Kindergarten.....	.....	Ella Ford.....	3	692	.....	6-	0	.....	Public funds.
211 St. Louis, Mo. (410 N. 8th st.)	Everett (a. m.) Kindergarten.....	1874	Annie E. Harbaugh.....	1	686	.....	6-	0	.....	Public funds.
212 St. Louis, Mo. (410 N. 8th st.)	Everett (p. m.) Kindergarten.....	1874	Lillie Field.....	1	656	.....	6-	0	.....	Public funds.
213 St. Louis, Mo. (17th street and Lucas avenue).	Franklin (a. m.) Kindergarten.....	1875	Mabel A. Wilson.....	3	675	.....	6-	0	.....	Public funds.
214 St. Louis, Mo. (17th street and Lucas avenue).	Franklin (p. m.) Kindergarten.....	1875	Mabel A. Wilson.....	3	676	.....	6-	0	.....	Public funds.
215 St. Louis, Mo. (23d and Dixon streets).	Hamilton (a. m.) Kindergarten.....	1876	Lucretia Nanglo.....	1	6109	.....	6-	0	.....	Public funds.
216 St. Louis, Mo. (23d and Dixon streets).	Hamilton (p. m.) Kindergarten.....	1876	Nettie Gregory.....	2	6112	.....	6-	0	.....	Public funds.
217 St. Louis, Mo. (3d street and Russell avenue).	Humboldt (a. m.) Kindergarten.....	.....	Marian Drindle.....	1	6171	.....	6-	0	.....	Public funds.
218 St. Louis, Mo. (3d street and Russell avenue).	Humboldt (p. m.) Kindergarten.....	.....	Lizzie Niel.....	1	6135	.....	6-	0	.....	Public funds.
219 St. Louis, Mo. (25th street and Bremer avenue).	Irving (a. m.) Kindergarten.....	1879	Kate E. Ernst.....	2	6144	.....	6-	0	.....	Public funds.
220 St. Louis, Mo. (25th street and Bremer avenue).	Irving (p. m.) Kindergarten.....	1879	Annie J. Barelay.....	2	674	.....	6-	0	.....	Public funds.
221 St. Louis, Mo. (18th street and Maiden Lane).	Jackson (a. m.) Kindergarten.....	.....	Mary J. Kincaid.....	1	698	.....	6-	0	.....	Public funds.

222	St. Louis, Mo. (18th street and Maiden Lane).	Jackson (p. m.) Kindergarten.....	Mary J. Kincaid.....	2	2109	6-	0	Public funds.
223	St. Louis, Mo. (9th and Wash streets).	Jefferson (a. m.) Kindergarten.....	1877 Julia Nievergelder.....	3	2112	6-	0	Public funds.
224	St. Louis, Mo. (9th and Wash streets).	Jefferson (p. m.) Kindergarten.....	1877 Julia Nievergelder.....	4	2108	6-	0	Public funds.
225	St. Louis, Mo. (Ann avenue, near 9th street).	La Fayette (a. m.) Kindergarten.....	.....	3	2113	6-	0	Public funds.
226	St. Louis, Mo. (Ann avenue, near 9th street).	La Fayette (p. m.) Kindergarten.....	.....	2	2106	6-	0	Public funds.
227	St. Louis, Mo. (Eugenia and 23d streets).	Lincoln (a. m.) Kindergarten.....	.....	3	2101	6-	0	Public funds.
228	St. Louis, Mo. (Eugenia and 23d streets).	Lincoln (p. m.) Kindergarten.....	.....	2	2108	6-	0	Public funds.
229	St. Louis, Mo. (8th and Pestalozzi streets).	Lyra (a. m. and p. m.) Kindergarten.....	.....	2	.....	6-	0	Public funds.
230	St. Louis, Mo. (Maramee street, near Iowa avenue).	Maramee (a. m.) Kindergarten.....	.....	1	2109	6-	0	Public funds.
231	St. Louis, Mo. (7th street, near Hickory).	New Madison (a. m.) Kindergarten.....	1878 Ida R. Bates.....	2	75	6-7	0	Public funds.
232	St. Louis, Mo. (7th street, near Hickory).	New Madison (p. m.) Kindergarten.....	1878 Martha S. Edwards.....	2	75	6-7	0	Public funds.
233	St. Louis, Mo. (12th and Clinton streets).	New Webster (a. m.) Kindergarten.....	1875 Kate H. Wilson.....	3	2136	6-	0	Public funds.
234	St. Louis, Mo. (12th and Clinton streets).	New Webster (p. m.) Kindergarten.....	1875 Kate H. Wilson.....	2	2125	6-	0	Public funds.
235	St. Louis, Mo. (Lucas avenue, between 13th and 14th streets).	No. 1 (a. m.) Kindergarten.....	.....	1	2108	6-	0	Public funds.
236	St. Louis, Mo. (15th street, near Cass avenue).	O'Fallon (a. m.) Kindergarten.....	1875 Lizzie Y. Anderson.....	2	2107	6-	0	Public funds.
237	St. Louis, Mo. (15th street, near Cass avenue).	O'Fallon (p. m.) Kindergarten.....	1876 Fannie K. Campbell.....	1	2103	6-	0	Public funds.
238	St. Louis, Mo. (Carroll street and 2d Carondelet avenue).	Peabody (a. m.) Kindergarten.....	1876 Maggie Gorman.....	3	2121	6-	0	Public funds.
239	St. Louis, Mo. (Carroll street and 2d Carondelet avenue).	Peabody (p. m.) Kindergarten.....	1876 Maggie Gorman.....	2	2107	6-	0	Public funds.
240	St. Louis, Mo. (Madison st. bet. Leffingwell and Glasgow sts.).	Penrose (a. m.) Kindergarten.....	.....	4	2105	6-	0	Public funds.
241	St. Louis, Mo. (Madison st. bet. Leffingwell and Glasgow sts.).	Penrose (p. m.) Kindergarten.....	.....	1	2104	6-	0	Public funds.
242	St. Louis, Mo. (Laclede and Exchange avenues).	Pope (a. m.) Kindergarten.....	1877 Hettie Noel.....	2	2100	6-	0	Public funds.
243	St. Louis, Mo. (Laclede and Exchange avenues).	Pope (p. m.) Kindergarten.....	1877 Hattie Nicol.....	1	2106	6-	0	Public funds.
244	St. Louis, Mo. (Manchester road).	Rock Spring (a. m.) Kindergarten.....	1876 Lizzie Dickey.....	1	2102	6-	0	Public funds.
245	St. Louis, Mo. (Manchester road).	Rock Spring (p. m.) Kindergarten.....	.....	.....	2102	6-	0	Public funds.
246	St. Louis, Mo. (near Marine Hospital).	Shepard (a. m.) Kindergarten.....	.....	2	2109	6-	0	Public funds.

a In 1883-84.

TABLE 22.—Statistics of kindergartens for 1885-'86, &c.—Continued.

Location.	Name of kindergarten.	When established.	Name of conductor.	Number of assistants.	Pupils.			Annual charge for tuition.		How is your kindergarten supported?
					Number attending kindergarten.	Number in connecting class.	Between what ages.	In kindergarten.	In connecting class.	
1	2	3	4	5	6	7	8	9	10	11
247 St. Louis, Mo. (near Marine Hospital).	Shepard (p. m.) Kindergarten	.....	Lillie P. Johnson	1	675	.....	6	0	.....	Public funds.
248 St. Louis, Mo. (Lucas and Ewing avenues).	Stoddard (a. m.) Kindergarten	1877	Clara B. Hubbard	7	681	.....	6	0	.....	Public funds.
249 St. Louis, Mo. (Lucas and Ewing avenues).	Stoddard (p. m.) Kindergarten	.....	Mannie Rosborough	4	645	.....	6	0	.....	Public funds.
250 Ashland, Neb.	Mrs. Winfield's Kindergarten *	1881	Mrs. M. M. Winfield	1	50	.....	3-8	.....	.....	.....
251 Manchester, N. H.	Kindergarten	.....	Mrs. E. J. Conner	.....	55	.....	.....	.....	.....	.....
252 Carlstadt, N. J.	Public Kindergarten	1875	Mrs. A. Wenzel	.....	50	.....	5-7	.....	.....	Public funds.
253 Hoboken, N. J. (5th st., corner Willow)	Kindergarten, Hoboken Academy	1861	Miss Ch. Gelbach	1	50	.....	5-7	\$22	.....	Tuition.
254 Hoboken, N. J. (63 Park avenue).	Kindergarten, Maria Institute *	1873	Louise Frankenhoff	0	16	.....	3-7	.....	.....	.....
255 Hoboken, N. J. (352 Bloomfield street).	Miss Schmidt's Kindergarten	1868	Mathie Schmidt	.....	.....	.....	.....	.....	.....	.....
256 Jersey City, N. J. (28 Sherman avenue).	Froebeler Kindergarten	1877	Miss Ella Haasemann	2	60	.....	4-6	.....	.....	.....
257 Mont Clair, N. J.	Miss Hubbard's Kindergarten	1882	Miss E. P. Huger	.....	(18)	.....	.....	50	.....	Tuition.
258 Morristown, N. J. (De Hart st.)	Miss Campbell's Kindergarten	1878	Miss Emma Campbell	2	12	16	4½-7	.....	.....	Tuition.
259 Newark, N. J. (19 Green street).	German-American Kindergarten	1871	Hermann von der Heide	3	58	.....	4-7	13	\$24	Tuition, charity.
260 Newark, N. J. (44 Beacon street).	German-American School Kindergarten	1872	Arnold Vogel	3	80	.....	4-7	.....	.....	Tuition.
261 Newark, N. J. (College Place)	Kindergarten, First German Presbyterian School	1878	Miss Emma Ebert	1	50	.....	3-6	.....	.....	Tuition.
262 Santa Fe, N. M. (Palace avenue).	Santa Fe Academy Kindergarten	1882	Mrs. S. E. Carpenter	.....	10	.....	3-7	73	.....	Tuition.
263 Albany, N. Y. (Pearl street)	Kindergarten, Albany Female Academy *	1879	Margia H. Vane	1	21	.....	5-8	.....	.....	.....
264 Albany, N. Y. (Willett street)	Kindergarten, New York State Normal School	1885	Elle M. Frauts	1	50	.....	3-6	20	.....	Public funds.
265 Albany, N. Y. (Elk street)	Kindergarten, St. Agnes School	1874	Susanne Schmalz	1	1	16	4-7	30	.....	Tuition.
266 Brooklyn, N. Y. (15 Hicks st.)	Brooklyn Free Kindergarten *	1883	Mary E. Newell	2	50	.....	3-7	.....	.....	Charity.
267 Brooklyn, N. Y. (210 Clinton st.)	Brooklyn Froebel Kindergarten *	1877	Misses Sharpe	1	33	.....	3½-9	.....	.....	.....

No.	Name	Year	Director	1	11	16	40	Tuition.
266	Brooklyn, N. Y. (632 La Fayette avenue).	1883	Miss Marie C. Dietrich	1	11	16	40	Tuition.
269	Brooklyn, N. Y. (119 6th ave.)	1874	Mrs. E. C. Stacker	15	35	3-7	€10	Tuition.
270	Brooklyn, N. Y. (Atlantic ave. near Kingston).	1884	Lizette S. McCormick	0	25	3-5	0	Charity.
271	Brooklyn, N. Y. (corner Albany and St. Mark avenues).	1882	Sister Mary Claude	60	60	3-5	0	Charity.
272	College Point, N. Y. (24 avenue).	1869	Miss A. C. Bardenheuer	1	90	3½-6	20	Tuition and public funds.
273	Fredonia, N. Y. (Temple street).	1880	Mary A. Pomis	10	18	3-7	20	Tuition.
274	Mechanicville, N. Y. (3 Elm st.)	1875	Mrs. Mina E. Aitchison	2	24	5-10	15	Tuition.
275	New York, N. Y. (532 E. 16th st.)	1883	Miss M. A. Wells	1	45	3-6	60	Charity.
276	New York, N. Y. (18 E. 130th st.)	1885	Miss Ellis and Miss Greene	12	6	3-8	60	Tuition.
277	New York, N. Y. (139 W. 48th st.)	1878	Mary L. Van Wageningen	4	107	2½-8	0	Charity.
278	New York, N. Y. (109 W. 54th st.)	1877	Caroline T. Haven	4	100	3-7	0	Charity.
279	New York, N. Y. (207 E. 117th st.)	1877	Mathilde Becker and Olga Jacobi	1	34	4-9	32	Tuition.
280	New York, N. Y. (206 E. Broad way).	1882	Ida Mandel	2	65	3-5½	0	Charity.
281	New York, N. Y. (24th ward)....	1878	Sister M. J. St. John	15	10	4-8	d295	Tuition.
282	New York, N. Y. (24th street, Marks Place).	1883	C. D. Brace	3	130	4-6	0	Charity.
283	New York, N. Y. (70 Ave. D)....	1877	Grace A. Cohen	1	145	3-6	0	Charity.
284	New York, N. Y. (142d street and 10th avenue).	1882	Emily T. F. Meginsky	30	30	4-5	.....	.....
285	New York, N. Y. (E. 16th street and Rutherford Place).	1878	Mrs. Sarah M. Harris	1	18	3-7	.....	.....
286	New York, N. Y. (822 Lexington street).	1804	Dr. Theo. E. Heidenfeld	2	15	4-7	75	Tuition.
287	New York, N. Y. (18 W. 93d st.)..	1883	Miss Lizzie Chegwalden	.....	0	3-7	60	Tuition.
288	New York, N. Y. (11 E. 32d st.)..	.....	Miss C. Deliovo	1	40	4-7	32	Tuition.
289	New York, N. Y. (Lexington ave., bet. 68th and 69th sts.)	1877	Miss Emma A. Newman	.....	30	4-6	.....	Public funds.
290	New York, N. Y. (624 E. 5th st.)	1883	Miss Nellie Mawson	3	65	3-6	.....	.....
291	New York, N. Y. (711 Madison avenue).	1873	Miss Minnie Kohn	.....	8	7	80	100 Tuition.
292	New York, N. Y. (275 5th ave.)..	1872	Prof. John Kraus and Maria Krans-Buelo	5	63	3-6	100	100 Tuition.
293	New York, N. Y. (325 6th street).	1882	Felicitas Slang	0	35	3-7	18	Tuition.
294	Oswego, N. Y.	1881	Mrs. Clara A. Burr	2	40	3-10	0	Public funds
295	Poughkeepsie, N. Y. (324 Mill street).	1877	Fanny Hannah	1	15	40	32	40 Tuition.

* From a return for 1884-85. a In 1883-84. b Charge per month. c Charge per term. d Includes board.

TABLE 23.—Statistics of kindergartens for 1885-'86, &c.—Continued.

Location.	Name of kindergarten.	When established.	Name of conductor.	Number of assistants.	Pupils.			Annual charge for tuition.		How is your kindergarten supported?
					Number attending kindergarten.	Number in connecting class.	Between what ages.	In kindergarten.	In connecting class.	
1	2	3	4	5	6	7	8	9	10	11
296 Rochester, N. Y. (945 N. St. Paul street).	Kindergarten, Western New York Institution for Deaf-Mutes.	1878	Mrs. Z. F. Westervelt.....	5	60	.....	6-12	.....	.....	Public funds and tuition.
297 Rochester, N. Y. (177 Court st.)	Select School and Kindergarten.....	1878	Miss Bessie C. Graves.....	.....	.....	.....	.....	\$32	.....	Tuition.
298 Rome, N. Y. (14 Huntington st.)	Rome Froebel Kindergarten.....	1883	Miss Amelio A. Smith.....	.....	20	.....	3-8	30	.....	Tuition.
299 Stapleton, N. Y. (Richmond road)	Kindergarten, Staten Island Academy.....	1884	Miss Elise Garbe.....	0	15	.....	4-7	30	.....	Tuition.
300 Syracuse, N. Y. (74 James st.)	Cottage Kindergarten and Primary School.	1875	Mrs. M. C. Still.....	2	20	10	3-7	36	\$36	Tuition.
301 West New Brighton, N. Y. (box 65, Staten Island).	Kindergarten, Home for Children of Seamen.	1873	Ada L. Delsher.....	.....	14	.....	4-6	.....	.....	Charity.
302 West New Brighton, N. Y. (Staten Island).	Nursery and Child's Hospital Kindergarten.*	1878	Amelia E. Cahill.....	.....	30	.....	5-7	.....	.....	.....
303 Wilmington, N. C. (108 N. 6th street)	Tilteston Avenue Kindergarten*.....	1882	Emma McDougall.....	.....	20	.....	3-10	.....	.....	.....
304 Wilmington, N. C. (410 Ann st.)	Tilteston Kindergarten.....	1880	Mrs. Sarah A. Davidson.....	1	34	.....	3-7	.....	.....	Charity and tuition.
305 Cincinnati, Ohio (Sixtion D.)	Avondale Day School and Kindergarten.....	1876	Miss Helene Goodman.....	2	17	13	3-8	60	60	Tuition.
306 Cincinnati, Ohio (7 St. James Place, Walnut Hills).	Eden Park Kindergarten.....	1882	Ida M. Stevens.....	1	22	7	3-8	45	45	Tuition.
307 Cincinnati, Ohio (508 N. 7th st.)	Mrs. Estes' Kindergarten.....	1885	Mrs. Medora Estes.....	1	9	.....	3-8	a 1	.....	Tuition.
308 Cincinnati, Ohio (192 W. 9th st.)	Kindergarten, Children's Home.....	1877	Miss Rose Matthews.....	.....	40	.....	3 1/2-7	0	.....	Charity.
309 Cincinnati, Ohio (1 Evans street, Mount Auburn)	Mount Auburn Kindergarten and Select School.	1878	Katherine S. Doud.....	1	16	20	4-12	60	75	Tuition.
310 Cincinnati, Ohio (7 Locust st.)	North Free Kindergarten, a. m. and p. m.	1881	Mrs. Edina D. Worden.....	8	100	.....	4-6	0	.....	Charity.
311 Cincinnati, Ohio (201 W. 7th st.)	Seventh Street Kindergarten.....	1876	Miss Sophie W. Braun.....	1	23	.....	3-9	40	.....	Tuition.
312 Cincinnati, Ohio (97 E. 3d st.)	South Free Kindergarten, a. m. and p. m.	1880	Miss Ella Cox.....	6	80	.....	3-6	0	.....	Charity.
313 Cincinnati, Ohio (McMillan st., near Gilbert avenue).	Walnut Hills Kindergarten.....	1881	Miss Elizabeth Beaman.....	1	12	.....	4-7	60	.....	Tuition.
314 Cincinnati, Ohio (Hubbert Build- ing, Western avenue).	West Free Kindergarten, a. m. and p. m.	1885	Miss May Bishop.....	5	80	.....	3-7	0	.....	Cha ity.
315 Cleveland, Ohio (561 Euclid ave.)	Austin Kindergarten.....	1880	Jane W. Hutchinsson.....	0	10	0	3-7	48	.....	Tuition.

No.	Name	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	Tuition.
316	Cleveland, Ohio (1457 Euclid avenue).	East End Kindergarten	Miss E. Thomas	1	14	3-8	3-8	0	0	0	0	0	0	0	0	0	0	0	0	0	Tuition.
317	Cleveland, Ohio (946 Prospect street)	Miss Fisher's Kindergarten*	Caroline M. Sterling	1	14	3-8	3-8	0	0	0	0	0	0	0	0	0	0	0	0	0	Charity.
318	Cleveland, Ohio (479 Superior street).	Free Kindergarten	Lillian G. Platt	4	30	3-7	3-7	0	0	0	0	0	0	0	0	0	0	0	0	0	Charity.
319	Cleveland, Ohio (729 Cass ave.).	Kindergarten, Miss Middleberger's School.	Miss S. E. Rolland	1	20	3½-6	3½-6	60	60	60	60	60	60	60	60	60	60	60	60	60	Tuition.
320	Columbus, Ohio (95 Monroe ave.)	Miss Ferrell's Kindergarten*	Beatrice Ferrell	1	24	2½-7	2½-7	50	50	50	50	50	50	50	50	50	50	50	50	50	Tuition.
321	Columbus, Ohio (135 Broad st.).	Kindergarten, English and Classical School.	Elizabeth Osgood	1	20	3-6	3-6	50	50	50	50	50	50	50	50	50	50	50	50	50	Tuition.
322	Columbus, Ohio (Mount Vernon avenue).	Kindergarten, Franklin County Children's Home.	Ida Glover	35	35	3-6	3-6	0	0	0	0	0	0	0	0	0	0	0	0	0	Public funds.
323	Columbus, Ohio.	Kindergarten, Institution for the Blind.	Laura A. Strother	0	21	6-10	6-10	0	0	0	0	0	0	0	0	0	0	0	0	0	Public funds.
324	Columbus, Ohio (383 Mohawk street).	New Street Kindergarten*	Mahnda Fassig	1	25	3-7	3-7	0	0	0	0	0	0	0	0	0	0	0	0	0	Public funds.
325	Columbus, Ohio (27 S. 4th st.).	Private Kindergarten	Eva L. Spencer	2	40	3-7	3-7	0	0	0	0	0	0	0	0	0	0	0	0	0	Tuition, Public funds.
326	Columbus, Ohio (100 3d ave.)	Third Avenue Kindergarten.	Elizabeth Osgood	1	10	4-6	4-6	30	30	30	30	30	30	30	30	30	30	30	30	30	Tuition, Public funds.
327	Dayton, Ohio (318 S. Summit st.).	Kindergarten, Montgomery County Children's Home.	Lulu B. Schaeffer	15	15	3-6	3-6	0	0	0	0	0	0	0	0	0	0	0	0	0	Tuition.
328	Dayton, Ohio (cor. Monument avenue and Wilkinson st.)	Miss Peirce's Kindergarten.	Miss Sarah H. Peirce	1	24	3-7	3-7	30	30	30	30	30	30	30	30	30	30	30	30	30	Tuition.
329	Franklin, Ohio (Main street)	Fröbel Kindergarten*	Ellen Stanton	0	9	3-7	3-7	0	0	0	0	0	0	0	0	0	0	0	0	0	Public funds.
330	Mount Union, Ohio.	Kindergarten, Fairmount Children's Home.	Miss Vina L. Johnson	0	24	4-7	4-7	0	0	0	0	0	0	0	0	0	0	0	0	0	Public funds.
331	Toledo, Ohio (Trinity school building, Adams street).	Fröbel Kindergarten	Emma L. Law	1	16	3	4-8	α1	α1	α1	α1	α1	α1	α1	α1	α1	α1	α1	α1	α1	Tuition.
332	Portland, Oreg. (G st., between 13th and 14th).	Free Kindergarten No. 1	Mrs. Caroline Dunlap, superintendent.	5	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Charity.
333	Portland, Oreg. (Unitarian Mission Chapel, Porter street).	Free Kindergarten No. 2	Mrs. Caroline Dunlap, superintendent.	2	15	9	3-8	40	40	40	40	40	40	40	40	40	40	40	40	40	Tuition.
334	Portland, Oreg. (Watson's addition)	Free Kindergarten No. 3	Mrs. Caroline Dunlap	2	16	4-7	4-7	30	30	30	30	30	30	30	30	30	30	30	30	30	Tuition and charity.
335	Portland, Oreg. (246 Washington street).	Fröbel Kindergarten.	Miss S. L. Pforte	2	50	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tuition.
336	Bethlehem, Pa.	Kindergarten, Moravian Parochial School.	Dr. I. N. Kerlin, superintendent.	2	15	18	4-9	60	60	60	60	60	60	60	60	60	60	60	60	60	Tuition.
337	Elwyn, Pa.	Kindergarten, Pennsylvania Training School.*	Ada M. Smith	3	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Charity and public funds.
338	Germantown, Pa. (Chelton avenue, near Green street)	Free Kindergarten and Intermediate School.	Mrs. Lena Myrtetus	1	50	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Charity and public funds.
339	Germantown, Pa. (cor. Coulter street and Pulaski avenue).	Free Kindergarten.	Miss Marianna Gay	2	30	0	3-7	0	0	0	0	0	0	0	0	0	0	0	0	0	Charity.
340	Germantown, Pa. (cor. Green street and Chelton avenue)	Free Kindergarten, Unitarian Society of Germantown.	Miss Marianna Gay	2	30	0	3-7	0	0	0	0	0	0	0	0	0	0	0	0	0	Charity.
341	Germantown, Pa. (5580 Main st.)	Fröbel Kindergarten, Lutheran Orphans' Home.	R. J. Wegman	0	21	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	Charity.
342	Germantown, Pa. (Calvary Church, Pulaski avenue).	Kindergarten and Primary Class.	Miss Lee and Miss Thompson.	4	13	4-10	4-10	45	45	45	45	45	45	45	45	45	45	45	45	45	Tuition.

* From a return for 1881-85. α Charge per week.

TABLE 22.—Statistics of kindergartens for 1885-'86, &c.—Continued.

Location.	Name of kindergarten.	When established.	Name of conductor.	Number of assistants.	Pupils.			Annual charge for tuition.		How is your kindergarten supported?
					Number attending kindergarten.	Number in connecting class.	Between what ages.	In ten-dergarden.	In connecting class.	
I	2	3	4	5	6	7	8	9	10	11
343 Germantown, Pa. (Morton street, above Haines).	Morton Street Free Kindergarten	1884	Miss Marian S. White	1	50	.....	3-6	0	.....	Charity and public funds.
344 Jersey Shore, Pa. (Broad street).	Kindergarten Department of Eclectic Institute.*	1884	Miss Kate Carothera.....	.....	12	.....	4-7	.....	.....	.....
345 Lancaster, Pa. (S Ann street)...	Kindergarten, Lancaster County Home for Friendless Children.	1880	Miss Virginia Harttraft.....	.....	37	34	4-7	.....	.....	Public funds.
346 Philadelphia, Pa. (238 S. 10th st.)	Anna Hallowell Kindergarten.....	1883	Miss Caroline Chadwick.....	1	50	.....	3-6	0	.....	Charity and public funds.
347 Philadelphia, Pa. (619 Alaska street).	Bedford Street Mission Kindergarten	1881	Miss Belle Clay.....	.....	25	.....	3-6	0	.....	.....
348 Philadelphia, Pa. (2105 Spruce street).	Miss Bennett's Kindergarten.....	1884	Miss Anna Bennett.....	2	(20)	.....	3-8	.....	.....	.....
349 Philadelphia, Pa. (Mission Church, St. Mary's street).	Beulah Coats' Kindergarten.....	1882	Miss Agnes Millis.....	2	60	.....	3-6	0	.....	Charity and public funds.
350 Philadelphia, Pa. (638 Griscom street).	Charity Organization Free Kindergarten.	1881	Miss Mary L. Davoren.....	1	52	.....	3-6	0	0	Charity.
351 Philadelphia, Pa. (Broad and Federal streets).	Charles Whitaker Kindergarten Church of the Messiah	1882	Lucy T. Stayton	1	50	.....	3-7	.....	.....	Tuition and charity.
352 Philadelphia, Pa. (706 N. 46th street).	Free Kindergarten	1885	Miss Florence Frantz.....	.....	25	.....	3-6	0	.....	Charity and public funds.
353 Philadelphia, Pa. (St. John st., below Pattersonwood).	Free Kindergarten, Beithman public school building.	1882	Miss Helen Austice.....	1	50	.....	3-6	0	.....	Public funds.
354 Philadelphia, Pa. (Lombard st., above 20th).	Free Kindergarten, Cato school building.	1884	Miss Elizabeth Lybrane.....	.....	25	.....	3-6	0	.....	Public funds.
355 Philadelphia, Pa. (N. W. cor. 23d and Oxford streets).	Free Kindergarten, Centennial Baptist Church.	1882	Miss Belle Halsall.....	1	50	.....	3-6	0	.....	Public funds.
356 Philadelphia, Pa. (8th street, above Bain bridge).	Free Kindergarten, Church of the Crucifixion.	1880	Miss Alice Hall.....	.....	25	.....	3-6	0	.....	Public funds.
357 Philadelphia, Pa. (6th st., above Lombard).	Free Kindergarten, Forten school building.	1886	Miss M. L. Cassey.....	.....	25	.....	3-6	0	.....	Charity.

353	Philadelphia, Pa. (2nd st., above Callowhill).	1886	Miss Ursula Chapman.....	1	50	3-6	0	Charity and public funds.
359	Philadelphia, Pa. (Wood street, below 12th).	1884	Miss Anna W. Williams.....	1	50	3-6	0	Charity and public funds.
360	Philadelphia, Pa. (Susquehanna avenue and Hancock street).	1884	Miss Kate Pigott.....	25			0	Public funds.
361	Philadelphia, Pa. (42d and Lud- low streets).	1884	Mrs. Sibyl Brechard.....	1	50	3-6	0	Charity and public funds.
362	Philadelphia, Pa. (Filbert st., above 20th).	1884	Miss Elizabeth Hunt.....	25			0	Charity and public funds.
363	Philadelphia, Pa. (New street, between Front and 2d).	1880	Miss Belle Clay.....	50			0	Charity and public funds.
364	Philadelphia, Pa. (Crown st., above Race).	1880	Miss Jessie Buggy.....	25			0	Charity and public funds.
365	Philadelphia, Pa. (Sansom st., above 21st).	1881	M. Louisa Morrison.....	1	60	3-5	0	Charity.
366	Philadelphia, Pa. (n. e. corner 16th and Poplar streets).	1884	Miss Ida V. Hawkins.....	1	25	3-6	0	Charity and public funds.
367	Philadelphia, Pa. (55 West 40th street).	1882	Miss Irene Silwell.....	25			0	Charity and public funds.
368	Philadelphia, Pa. (15th and Race streets).	1877	Susan T. Conly.....	2	25	12 3-7	\$50	Tuition.
369	Philadelphia, Pa. (41st street, above Grand avenue).	1885	Miss Sophie Durgess.....	25			0	Charity and public funds.
370	Philadelphia, Pa. (121 N. 11th street).	1880	Mrs. Gton Gourley.....	4	20	10 3-15	40	Tuition.
371	Philadelphia, Pa. (s. w. corner 22d and Locust streets).	1879	Miss Adelo Mackenzie.....	1	50	3-6	0	Public funds.
372	Philadelphia, Pa. (713 St. Mary street).	1881	Miss Fanny Somerville.....	1	30	3-6	0	Charity and public funds.
373	Philadelphia, Pa. (112 N. 7th street).	1884	Mrs. Anna B. Perich.....	25			0	Charity and public funds.
374	Philadelphia, Pa. (718 Cathel- ine street).	1882	Miss Augusta Stevens.....	25			0	Charity and public funds.
375	Philadelphia, Pa. (2218 Lombard street).	1880	Helen W. Anstico.....	0	18	3-6		
376	Philadelphia, Pa. (921 Bain- bridge street).	1886	Miss Virginia B. Roo.....	50			0	Charity and public funds.
377	Philadelphia, Pa. (2046 Park avenue).	1881	Mrs. L. I. Young.....	0	15	3-6	40	Tuition.
378	Philadelphia, Pa. (424 S. 11th street).	1831	Miss Annie McDonough.....	25			0	Public funds.
379	Philadelphia, Pa. (1427 N. 16th street).		Miss Louiso Haug.....				40	Tuition.
380	Philadelphia, Pa. (s. e. corner 12th and Fitzwater streets).		Amanda E. Shuff.....	0	36	2 1/2-9		
381	Philadelphia, Pa. (s. e. corner Broad and Brandywine sts).	1884	Miss Mary Hankins.....	25			3-6	Charity and public funds.
382	Philadelphia, Pa. (1420 Lon- bard street).	1885	Miss Clara King.....	50			3-6	Charity and public funds.

* From a return for 1884-'85.

TABLE 22.—Statistics of kindergartens for 1885-'86, &c.—Continued.

Location.	Name of kindergarten	When established.	Name of conductor.	Number of assistants.	Pupils.			Annual charge for tuition.		How is your kindergarten supported?
					Number attending kindergarten.	Number in connecting class.	Between what ages.	In ten.	In connecting class.	
I	2	3	4	5	6	7	8	9	10	11
383 Philadelphia, Pa. (1333 Pine street).	Mrs. Van Kirk's Kindergarten.....	1875	Mrs. M. L. Van Kirk.....	4	15	10	3-6	\$65	\$75	Tuition.*
384 Philadelphia, Pa. (1707 Chestnut street).	West Chestnut Street Kindergarten....	1884	Misses Lillian and Anna Moran.	.....	12	.....	3-8	50	.....	Tuition.
385 Philadelphia, Pa. (620 N. 6th street).	Miss Zentmayer's Kindergarten.....	1885	Miss Emma Zentmayer.....	1	34	0	3-8	40	.....	Tuition.
386 West Philadelphia, Pa. (4301 Walnut street).	Kindergarten and advanced classes....	1879	Miss J. Trautmann.....	1	12	8	3-7	60	60	Tuition.
387 West Philadelphia, Pa. (204 S. 41st street).	West Philadelphia Kindergarten and School.....	1876	Miss Mary J. Rider.....	2	10	14	3-15	25	25	Tuition.
388 Williamsport, Pa. (324 Pine st.).	Mrs. Phoebe Riddell.....	1885	Mrs. Phoebe Riddell.....	.....	17	(20)	.....	.....	.....	Tuition.
389 Newport, R. I. (Mill street).....	Public Kindergarten*.....	1882	Florence V. Newton.....	1	10	.....	3-7	.....	.....	Tuition.
390 Phenix, A. T.....	Phenix Kindergarten.....	1882	Elizabeth B. McAlister.....	1	16	18	3-7	22	22	Tuition and charity.
391 Providence, R. I. (44 Angell st.).	Triebel School and Kindergarten*.....	1876	Mrs. Caroline M. N. Alden.....	6	52	.....	3-8	80	100	Tuition.
392 Dyersburgh, Tenn.....	Kindergarten and Primary School.....	1885	Miss Lulu Ironsdale.....	0	9	4	4-10	27	33	Tuition.
393 Austin, Tex. (706 E. Chestnut street).	Kindergarten, Texas Institution for the Blind.....	1881	Miss Leah Bonlware.....	0	15	.....	8-15	0	0	Public funds.
394 Salt Lake City, Utah (125 W. 34 street).	Kindergarten, Jones High School.....	1880	Mrs. Marcus Jones.....	.....	50	40	.....	24	32	Tuition.
395 Montpelier, Vt (Main street).....	Miss Fiske's Kindergarten.....	1884	Miss Amy B. Fisk.....	1	9	5	3-7	40	50	Tuition.
396 Appleton, Wis.....	Appleton Kindergarten.....	1886	Margaret Bell.....	1	5	5	3-9	62	62	Tuition.
397 La Crosse, Wis. (615 River st.).	East Claire Kindergarten.....	1882	Jennie Lloyd Jones.....	2	30	18	3-13	63	63	Tuition and charity.
398 Kenosha, Wis. (104 West street)	Kenosha Kindergarten*.....	1878	Frances A. B. Dunning.....	.....	15	.....	.....	.....	.....	Public funds.
399 Janesville, Wis.....	Kindergarten, Wisconsin School for the Blind.....	1884	Clara J. Morse.....	.....	20	.....	7	.....	.....	Public funds.
400 La Crosse, Wis (5th street).....	Kindergarten des Frauenvereins.....	1877	Ella Naffy.....	0	25	.....	3-7	.....	.....	Tuition.
401 Milwaukee, Wis. (Prairie street, bet. 6th and 7th streets).	Central Kindergarten.....	1879	Mary J. McCoullough.....	1	205	.....	4-7	0	0	Public funds.

402	Milwaukee, Wis. (405 Jefferson street.)	1874	Mrs. C. H. Clarke.....	2	25	3-7	0	Public funds.
403	Milwaukee, Wis. (cor. 5th avenue and Madison street.)	1882	Ella L. Weito.....	1	215	4-7	0	Public funds.
404	Milwaukee, Wis. (cor. 20th street and Cuth Spring avenue)	1885	Marietta Smith.....	1	215	4-7	0	Public funds.
405	Milwaukee, Wis. (cor. Green bush and Walker streets.)	1883	Mario A. Schmolte.....	1	226	4-7	0	Public funds.
406	Milwaukee, Wis. (Washington avensonsouth of Grand avenue)	1884	Clara M. Warren.....	0	83	4-7	0	Public funds.
407	Milwaukee, Wis. (cor. 18th street and Cedar.)	1884	Helen Warren.....	1	155	4-7	0	Public funds.
408	Milwaukee, Wis. (8th, cor. Sycamore street.)	1885	Mary L. Lugg.....	0	188	4-7	0	Public funds.
409	Milwaukee, Wis. (639 Broadway.)	1873	Miss Weissenborn.....	0	15	4-6	.....	Public funds.
410	Milwaukee, Wis.....	1878	Rose J. Osborne.....	1	43	7	2-7	Public funds.
411	Milwaukee, Wis. (cor. Jefferson and Ogden streets.)	1878	Sister Mary Ernesta.....	2	62	2-6	.....	Tuition.
412	Milwaukee, Wis. (Greenbush street, bet. Mineral and Washington streets.)	1874	Sophia Holghauser.....	2	70	3-6	.....	Tuition.
413	Milwaukee, Wis. (12th, near Lloyd street.)	1884	Emma Wechselberg.....	1	210	4-7	0	Public funds.
414	Milwaukee, Wis. (Detroit, cor. Jackson.)	1885	Auna Galligan.....	1	197	4-7	0	Public funds.
415	Milwaukee, Wis. (Hanover street near Mitchell)	1884	Anna Harris.....	1	204	4-7	0	Public funds.
416	Milwaukee, Wis. (254 4th st.)	1871	Ida Schulz.....	1	50	3-7	.....	Public funds.
417	Shouygan, Wis. (cor. 7th street and New York avenue.)	.....	Miss B. C. L. Meier.....	.....	.....	2½-6	.....	Public funds.

* From a return for 1884-'85. † Charge per month.

List of kindergartens from which no information has been received.

Location.	Name.	Location.	Name.
Berkeley, Cal.	Harmony Seminary Kindergarten.	Newtonville, Mass.	Newtonville Kindergarten.
Eureka, Cal.	Kindergarten of the First Congregational Church.	Northampton, Mass. (West street)	Kindergarten.
Sacramento, Cal.	Miss Curtis' Kindergarten.	Detroit, Mich. (381 Cass street)	Private Kindergarten.
New Haven, Conn. (25 Eld street)	Miss De Wolf's Kindergarten.	St. Paul, Minn. (36 Igelhart street)	St. Paul Kindergarten.
Georgetown, D. C.	Kindergarten, Industrial Home School.	Kirkwood, Mo.	Kirkwood Seminary Kindergarten.
Washington, D. C. (22 3d street southeast)	Capitol Hill Institute and Kindergarten.	Newark, N. J.	Kindergarten, Fifteenth Ward German-English School.
Albany, Ga.	Kindergarten, Sterne's Institute.	Buffalo, N. Y. (1092 Delaware avenue)	Mrs. Curtis' School and Kindergarten.
Chicago, Ill. (2228 Michigan avenue)	Kindergarten, Protestant Orphan Asylum.	Buffalo, N. Y. (623 Delaware avenue)	Mrs. Hoffman's Kindergarten.
Chicago, Ill. (15 South Sheldon street)	Kindergarten, Willard School.	Middletown, N. Y. (North street)	Miss Linderman's Kindergarten.
Chicago, Ill. (Michigan ave., near 22d street)	Kindergarten, Young Ladies' C. T. U.	New York, N. Y. (58 West 55th street)	Kindergarten, Rutgers' Female College.
Highland Park, Ill.	Park Institute Kindergarten.	Rochester, N. Y.	Jones Avenue Kindergarten.
La Grange, Ill.	Kindergarten, department of Highland College.	Philadelphia, Pa. (2027 Chestnut street)	Kindergarten, New Wollesley School.
Cedar Rapids, Iowa (230 8d street)	La Grange Kindergarten.	Philadelphia, Pa. (Crown and Race streets)	Sixth Ward Kindergarten.
Wyaudette, Kans.	Cedar Rapids Kindergarten.	Philadelphia, Pa. (2021 North 16th street)	Miss Ware's Kindergarten.
Baltimore, Md. (175 Carrollton avenue)	Wyaudette Kindergarten.	Richmond, Va. (400 East Main street)	American Kindergarten.
Baltimore, Md. (604 West Fayette street)	Carrollton Avenue Kindergarten.	Green Bay, Wis.	Kindergarten.
Baltimore, Md. (cor. Franklin and Schroeder sts.)	Franklin Square Kindergarten.	Madison, Wis. (Mifflin street)	Madison Kindergarten.
Baltimore, Md. (8 Hamilton Terrace)	Kindergarten, Nursery and Child's Hospital.	Madison, Wis. (Mifflin and Fairchild sts.)	Private Kindergarten.
Baltimore, Md. (717 North Gilmore street)	Miss Livingston's Kindergarten.	Milwaukee, Wis. (Immanuel Mission Chapel)	Immanuel Mission Kindergarten.
	Miss White's Kindergarten.	Milwaukee, Wis. (7th street between Walnut and German streets)	Kindergarten, der Nordwest Seite.
		Milwaukee, Wis. (718 Prairie street)	Private Kindergarten.

TABLE 23.—Statistics of kindergarten training schools for 1885-'86; from replies to inquiries by the United States Bureau of Education.

	1	2	3	4	5	6	7
	Location.	Name of training school.	Name of principal.	Number of instructors.	Number of students.	Length of course.	Charge for tuition.
1	Mobile, Ala. (St. Manual street).....	Kindergarten Training Class.....	Miss Ledia Ledyard.....	1	2	18 months.....	\$180
2	San Francisco, Cal. (64 Silver street).....	California Kindergarten Training School.....	Mrs. Kate D. Wiggins.....	2	32	10 months.....	\$100
3	San Francisco, Cal. (1810 Sacramento st.).....	Pacific Kindergarten Normal School.....	Miss Emma Marwedel.....	1	3	10 months.....	100
4	New Britain, Conn.....	Kindergarten Training Class, State Normal School.....	Miss Clara W. Mingus.....	1	10	1 year.....	50
5	New Haven, Conn. (24 Home Place).....	Kindergarten Normal Class.....	Miss Angeline Brooks.....	2	2	1 year.....	150
6	Washington, D. C. (1127 13th street).....	Fröbel Normal Institute.....	Miss Susie Plessner Pollock.....	1	2	10 mos. to 2 yrs.....	100
7	Washington, D. C. (923 19th street).....	Garhold Kindergarten Training School.....	Mrs. Anna B. Oyden.....	2	16	8 months.....	100
8	Washington, D. C. (1017 10th street).....	Kindergarten Normal Institute.....	Mrs. Louise Pollock.....	2	8	8 months.....	100
9	Chicago, Ill. (2535 Prairie avenue).....	Kindergarten Training Class.....	Leidy Harrison.....	2	7	9 months.....	50
10	Chicago, Ill. (175 22d street).....	Normal Class, Chicago Free Kindergarten Association.....	Miss Eva B. Whitmore and Miss Fannie E. Schwedler.....	2	45	15 months.....	0
11	Normal Park, Ill.....	Kindergarten Training Class, Cook County Normal School.....	Mrs. Alice H. Putnam.....	1	26	10 months.....	50
12	Indianapolis, Ind. (402 Backford street).....	Indiana Kindergarten Training School.....	Mrs. Eliza A. Baker.....	8	93	15 months.....	\$50
13	La Porte, Ind.....	Kindergarten Training Class.....	Mrs. Endora Huhnmann.....	3	12	10 months.....	100
14	Des Moines, Iowa.....	Public Kindergarten Training School.....	Mrs. Lucy B. Collins.....	3	9	9 months.....	100
15	New Orleans, La. (67 Coliseum street).....	Kindergarten Training Class.....	Mrs. J. E. Scamper.....	1	3	9 months.....	100
16	New Orleans, La. (506 Prytania street).....	Kindergarten Training Class.....	Miss Annie B. Shearer.....	1	1	1 year.....	\$10
17	Baltimore, Md. (915 Cathedral street).....	Kindergarten Training Class.....	Agnes Ross Parkhurst.....	2	12	7 months.....	100
18	Boston, Mass. ("Cluny," Joylston street).....	Kindergarten Normal Class.....	Mrs. A. K. Brown.....	1	6	7 months.....	125
19	Boston, Mass. (52 Chestnut street).....	Kindergarten Normal Class.....	Miss Mary J. Garland.....	1	1	8 months.....	150
20	Boston, Mass. (29 Hanson street).....	Kindergarten Normal Class.....	Lacey H. Symonds.....	1	20	8 months.....	125
21	Boston, Mass. (Parmenter street).....	Kindergarten Normal Class.....	Miss Annie L. Page.....	1	7	1 year.....	125
22	Cambridgeport, Mass.....	Kindergarten Normal Class.....	Mrs. C. C. Voorhees.....	1	1	8 months.....	125
23	Muskegon, Mich.....	Public Kindergarten Normal Class.....	Sara E. Griger.....	1	7	1 year.....	65
24	Winona, Minn.....	Kindergarten Training Class, State Normal School.....	Mrs. Harriet A. Donovan.....	1	3	1 year.....	150
25	St. Louis, Mo.....	Public Kindergarten Normal Class.....	Mamie McCalloch.....	4	60	1 year.....	150
26	Fredonia, N. Y.....	Kindergarten Training Class, State Normal School.....	Mary A. Peonis.....	1	3	10 months.....	100
27	New York, N. Y. (517 W. 105th street).....	Training School for Kindergartners.....	Mary L. Van Wagenen.....	1	20	10 months.....	100

^c Charge per month.

^b This school grants annually twelve free scholarships.

^a Half scholarships for all assistants in free kindergartens.

TABLE 23.—Statistics of kindergarten training schools for 1885-'86, *etc.*—Continued.

Location.	Name of training school.	Name of principal.	Number of instructors.	Number of students.	Length of course.	Charge for tuition.
			4	5	6	7
1	2	3				
28 New York, N. Y. (70 Avenue D)	Kindergarten Training Class, Children's Charitable Union.	Grace A. Cohen.....	1	6	10 months....	0
29 New York, N. Y. (120 W. 49th street).....	Kindergarten Training Class	E. von Briesen.....	1	5	.....	\$100
30 New York, N. Y. (275 5th avenue).....	Seminary for the Training of Kindergartners.....	Prof. John Kraus and Maria Kraus-Boalte.	2	.....	.....	200
31 Oswego, N. Y.	Kindergarten Training Class, State Normal and Training School.	Mrs. Clara A. Burr.....	1	10	1 year.....	a100
32 Rochester, N. Y. (177 Court street).....	Kindergarten Normal Institute.....	Miss Bessie C. Graves.....	1	.....	8 months....	100
33 Rome, N. Y.	Rome Kindergarten Normal Class.....	Miss Amelie A. Smith.....	1	.....	6 months....	60
34 Syracuse, N. Y.	Cottage Kindergarten Normal Class.....	Mrs. M. C. Still.....	1	4	1 year.....	50
35 Cincinnati, Ohio.....	Training Class, Free Kindergarten Association.....	Mrs. Edina D. Wolden.....	1	19	10 months....	1 yrs. service
36 Cleveland, Ohio.....	Normal Kindergarten Class.....	Lillian G. Platt.....	1	4	1 year.....	.....
37 Portland, Oreg. (246 Washington street).....	Oregon Kindergarten Training School.....	Mrs. Caroline Dunlop.....	2	7	10 months....	100
38 Philadelphia, Pa. (Sansom st. above 21st).....	Froebel Training School for Kindergartners b.....	M. Louisa Morrison.....	.....	.....	.....	100
39 Philadelphia, Pa. (121 N. 11th street).....	Normal Training School for Kindergartners.....	Miss Gracie Gourlay.....	1	17	6 months....	100
40 Philadelphia, Pa. (1333 Pine street).....	Philadelphia Training School for Kindergartners.....	Mrs. M. L. Van Kirk.....	7	41	9 months....	100
41 Montpelier, Vt. (Hubbard street).....	Kindergarten Training Class.....	Miss Amy B. Fisk.....	1	.....	10 months....	100

a Graduates from the normal school \$50.

b Temporarily closed.

APPENDIX V.

SECONDARY INSTRUCTION.

SECONDARY INSTRUCTION.

INSTITUTIONS FOR SECONDARY INSTRUCTION, CHIEFLY PRIVATE.

Table 25 presents the statistics of 1,440 schools, chiefly private, which carry the instruction of their pupils beyond the elementary grade.

The general scope of these schools is perhaps best indicated by the results of a detailed analysis of the corresponding table for 1884-'85.

Out of 1,617 schools tabulated that year, the numbers reporting 25 per cent. or more of their pupils in the classical course and modern language course, one or both, were as follows:

Course of study.	Schools reporting 50 per cent. or more.	Schools reporting from 25 to 50 per cent.
In classical course.....	82	200
In modern languages.....	4121	27
In each of the two courses, viz, classical and modern languages.....	25	.....
In both courses.....	13	62

a Of these, 68 are schools for young ladies.

Of 326 schools which in 1884-'85 reported productive funds, 106 reported \$10,000 or upwards. Of these, 9 only appeared to be doing a vigorous classical work, while 7, including 3 of the 9, were strong in the modern languages.

These numbers seem to justify the conclusion that two-thirds of the schools considered are essentially English schools, while under the most liberal interpretation of the statistics not more than one-fifth can be regarded as essentially classical.

The very small percentage of the schools having permanent funds, found among those in which either classics or modern languages are prominent features, seems further to indicate the definite purpose on the part of patrons to make substantial provision for the studies that belong to an English course. This indication is strengthened by the fact that the relative status of the three courses of study has not changed materially for a period of years, comparisons made between the statistics of schools in certain States selected, which schools reported in 1884-'85 and also in 1880, giving the following results:

States.	Number of schools.	Percentage of pu- pils in English course.		Percentage of pu- pils in classical course.		Percentage of pu- pils in modern languages.	
		1880.	1884-'85.	1880.	1884-'85.	1880.	1884-'85.
New-England States.....	77	62	63	23	24	20	23
New York.....	80	72	69	20	19	18	21
Michigan.....	5	71	63	21	25	22	19
Georgia.....	<i>a</i> 30	83	75	21	18	2	3
Alabama.....	9	84	89	23	16	7	5

a The results in Georgia are vitiated by the fact that 2 of the 30 schools did not show the classification of all their scholars.

It will be noticed that the percentage of relative increase, for the period of years considered, in the number of scholars pursuing the English course is in the New-England States.

In 18 States and 3 Territories, reported in 1884-'85, co-education was a feature of three-fourths or more of the schools under consideration; in 9 States and 4 Territories it was a feature of one-half of the schools, or less than one-half, and in 11 States the co-education schools numbered between one-half and three-fourths of the whole. It is therefore evident that there is no settled prejudice against co-education among those classes

in the United States who are able and willing to prolong the education of their children beyond the elementary stage. As the feature is maintained year after year in so many schools voluntarily patronized by the intelligent and well-to-do classes, it is safe to assume that no great evil is found to result therefrom.

The practical recognition of moral training as an essential part of general education is characteristic of a very large proportion of the schools comprised in Table 28. Nearly 50 per cent. of them are professedly under the auspices of some one of the religious denominations, while in many of those which are reported as non-sectarian moral instruction has a well-defined place. On the whole these schools may properly claim to have made the formation of moral character by direct efforts as prominent in their purposes and procedure as they have the intellectual development of their pupils. Investigations of their history directed to this special subject can hardly fail to draw forth information of great and general pedagogical value.

It is to be regretted that the public high schools of the country have received as yet no adequate representation in the statistics collected by this Office. They perform a large and important part of the work of secondary instruction, and they have certain advantages, arising from the fact that they are parts of an organized system, and, as such, subject to close scrutiny and authoritative supervision. These are conditions exceedingly helpful in the maintenance of a strong educational work, and peculiarly desirable in the grade of work which, above all others, should be disciplinary. Their importance is so clearly recognized that efforts have been made from time to time, in various States, to bring the private secondary schools under some directing and controlling agency. The regents' examination and certificates do this measurably for the secondary schools of New York State. The system of affiliation between secondary schools and State universities, adopted in a number of States after the precedent afforded by Michigan, operates to the same end.

Among private organizations which materially promote the efficiency of the secondary schools of particular States, or sections of the country, must be noted the Massachusetts Association of Classical and High School Teachers, which held its nineteenth annual meeting in April, 1896; the Associated Principles of the High Schools and Academies of the State of New York, which was organized in December, 1885; the Modern Language Association, which dates from December, 1884; and the New England Association of Colleges and Preparatory Schools. The discussions of these several associations exercise a great influence upon the conduct of secondary instruction, and are the direct cause of many practical measures for its improvement.

PREPARATORY SCHOOLS.

In the older States of the country, and more particularly in New England, there has been a noticeable tendency to specialization in schools of secondary grade. The tendency is illustrated by the establishment of distinct classes of public secondary schools, as in the city of Boston, where there are 4 central high schools, viz, one classical and one non-classical for each sex. The same tendency is also observable to some extent in the development of private schools of corresponding rank, and has given rise to the classification of schools of secondary grade in Tables 28 and 29. As, however, the requirements for admission to college have increased on the side of English studies, there has been a corresponding extension of the curriculum of "college preparatories," so that the distinction between these and secondary schools in general, so far as such distinction exists at present, is in degree rather than in kind.

From the table it appears that the number of schools reporting under the head of preparatory is 198, having 1,447 instructors and 21,625 students. Seventy per cent. of the schools, with 72 per cent. of the number of scholars reported as preparing for college, are in the New England and Middle States, which is about the proportion that has been maintained ever since the classification was adopted.

The permanent character of a large proportion of the preparatory schools, and the comparative fullness with which they have reported to this Office, suggest the possibility of drawing valuable conclusions from the data which they have afforded during successive years.

In the analysis of these data we are, however, embarrassed by irregularities affecting the final result. For instance, since the preparatory schools keep in close union with the colleges, it might be expected that their record would reflect such changes as may have taken place in the college requirements. But a school may report the distribution of pupils one year according to the inquiries sent out by the Office, and another year omit the classification altogether, thereby diminishing the value of comparisons, which depend always upon the completeness with which the class of schools involved is represented.

Proper allowance being made for deficiencies in the returns, some importance may be attached to a few studies based upon the statistics. From the comparison of the table before us with the corresponding table for 1880 it appears that there were 89 schools reporting in both years. Of these only 60 report the distribution of pupils, with results which are here summarized.

State.	Number of schools.	Students in classical course.				Students in scientific course.				Other students.			
		1880.	1885-'86.	Increase.	Decrease.	1880.	1885-'86.	Increase.	Decrease.	1880.	1885-'86.	Increase.	Decrease.
California	2	15	17	2	31	53	22	92	75	17			
Connecticut.....	1	9	6	3	0	3	3	31	30	1			
Illinois.....	12	110	87	23	65	45	20	110	114	26			
Maine.....	3	168	49	59	60	60	218	227	9				
Maryland.....	2	16	7	9	10	17	7	237	285	48			
Massachusetts.....	13	898	840	58	146	210	64	654	698	44			
Missouri.....	1	35	59	24	40	37	3	304	216	88			
New Hampshire.....	5	266	280	14	46	108	62	133	202	10			
New Jersey.....	3	39	22	17	31	91	60	233	353	120			
New York.....	12	502	415	87	192	227	35	829	1,151	302			
Ohio.....	2	70	51	19	31	20	11	106	35	71			
Pennsylvania.....	6	220	138	82	55	99	44	275	257	18			
Rhode Island.....	3	160	143	17	21	33	12	257	244	13			
South Carolina.....	1	20	20	0	0	15	15	130	140	10			
Vermont.....	1	16	10	6	12	2	10	60	90	30			
Wisconsin.....	3	45	28	17	20	26	6	100	173	73			
Totals.....	60	2,529	2,172	40	397	700	1,046	390	44	3,849	4,270	655	234

The totals show, for students in the classical course, net decrease of 357, or 14 per cent.; in the scientific course, net increase of 346, or 49 per cent.; in other courses, net increase of 421, or 75 per cent.

The ratio which the number of students in each of the three courses bore to each other at the respective dates is as follows :

	1880.	1885-'86.
Ratio of scientific students to classical.....	<i>Per cent.</i> 273	<i>Per cent.</i> 48
Ratio of scientific and classical students to others.....	84	75

If these inquiries be limited to the New England and Middle States, from which, as previously stated, the majority of the preparatories are reported, it appears that 90 per cent. of the net decrease in the number of students reported in the classical course and 97 per cent. of the increase in the number reported in the scientific course must be credited to that section. In addition to the schools reporting the distribution of students for both years the table before us includes 49 schools organized since 1880 and 49 organized prior to 1880, but not tabulated that year, which report the distribution of pupils for the current year.

The 49 schools of the former group report a total of 783 students in the classical course, 868 in the scientific, and 2,193 other or unclassified. Of the whole number of the schools here considered 29 are in the New England and Middle Atlantic States, and report the distribution of pupils as follows: Classical course, 533; scientific course, 287; other students, 1,102. In other words, the excess of scientific students over classical students in the schools of late date is not to be credited to the New England and Middle States. Moreover, the decrease of classical students in the schools of this section involved in the comparison of 1880 with 1885-'86 is very nearly made up by the excess of classical students over scientific students in the new schools, the numbers being, respectively, 337 and 246.

The 49 schools of the second group (*i. e.*, those organized prior to 1880 but not tabulated at that date) report totals as follows: Number of students in classical course, 428; in scientific course, 492; in other courses, 2,988.

Here the excess of scientific students over those in the classical course for the whole country is less than the excess reported from the schools located in the New England and Middle States, the numbers being, respectively, 64 and 126.

These figures indicate an increasing demand for scientific instruction and for the preparation of young men for the superior schools of science, which particularly affect the preparatory schools of the New England and Middle Atlantic States.

The figures cannot, however, be held to confirm the statement repeatedly made that the ratio of students preparing for the classical course in college, as compared with the whole population of the New England and Middle States, is declining.

There is ground for the belief that the increasing application of science to the arts and industries is inducing a greater number of young men to prolong their studies beyond the elementary stage, which in no way militates against the idea that the

classics attract as large a proportion of students as ever. The discussion must be regarded as merely tentative, and final conclusions be waived until similar investigations can be extended to all classes of secondary schools and to a sufficient number of each class to insure that the results shall be truly representative of past tendencies and present conditions.

The following is a comparative summary of the number of institutions for secondary instruction (exclusive of high schools, preparatory schools, and departments of normal schools, and of institutions for superior instruction), making returns from 1876 to 1886, inclusive (1883 omitted):

	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.	1885.	1886.
No. of institutions.	1, 229	1, 226	1, 227	1, 236	1, 264	1, 336	1, 482	1, 588	1, 617	1, 440
No. of instructors.	5, 999	5, 963	5, 747	5, 961	6, 009	6, 489	7, 449	7, 923	8, 186	7, 566
No. of students.	106, 647	98, 371	100, 374	108, 734	110, 277	122, 617	138, 384	152, 354	160, 137	151, 050

TABLE 24.—General statistical summary of pupils receiving secondary instruction.

States and Territories.	In city high schools (Table 14), a	In normal schools (Table 16), b	In institutions for secondary instruction (Table 23).	In preparatory schools (Table 29).	In preparatory departments of—			Total.
					Institutions for superior instruction of women (Table 32).	Universities and colleges (Table 39).	Schools of science (Table 43).	
Alabama	399	987	2, 119	10	413	55	30	4, 013
Arkansas	153	156	2, 377	137		530		3, 353
California	2, 115		3, 072	705	20	622	34	6, 568
Colorado	92	12	827	25		275	30	1, 261
Connecticut	2, 107		2, 055	703				4, 865
Delaware			475			0		475
Florida		67	424			44	43	578
Georgia	1, 016		11, 797	160	536	727	403	14, 639
Illinois	4, 328	714	6, 183	331	305	1, 883	107	13, 851
Indiana	2, 036	209	3, 581	408		1, 235	156	7, 625
Iowa	1, 572	254	5, 998	45	185	1, 863	38	9, 955
Kansas	599		1, 216		239	902		2, 956
Kentucky	972		6, 057	49	860	600	153	8, 691
Louisiana	420		2, 148		130	1, 040		3, 738
Maine	1, 680	214	3, 002	856				5, 752
Maryland	1, 021		2, 185	314	63	301		3, 884
Massachusetts	12, 538	13	3, 921	1, 769	93	195	38	18, 567
Michigan	3, 673		2, 251	77	9	637		6, 647
Minnesota	1, 597	197	1, 493			104	406	3, 857
Mississippi	50	110	3, 297			455	156	4, 467
Missouri	1, 448	237	6, 624	440	609	1, 923		11, 281
Nebraska	515	338	917			165	126	2, 061
Nevada	116		70			51		237
New Hampshire	801	38	1, 839	471	132			3, 281
New Jersey	2, 184	350	3, 485	1, 130	43	40		7, 232
New York	8, 252	851	18, 851	2, 322	570	2, 469		33, 315
North Carolina		66	10, 558		213	540		11, 377
Ohio	7, 747		3, 895	291	203	1, 941		14, 077
Oregon	227		2, 145			612	40	3, 024
Pennsylvania	6, 133	1, 534	7, 089	1, 486	82	1, 253	62	17, 639
Rhode Island	1, 204		135	744				2, 083
South Carolina	276	303	3, 489	246	331	591		5, 236
Tennessee	836	394	7, 126	201	358	1, 545		10, 460
Texas	516	100	5, 165	40	238	429	37	6, 525
Vermont	406		2, 779	202	36		5	3, 428
Virginia	1, 085	300	3, 408	172	332	123	723	6, 143
West Virginia	100	26	499			107		732
Wisconsin	1, 805	218	2, 564	185	129	807		5, 768
Dakota	60	45	501	25		83	162	876
District of Columbia			1, 024	80		159		1, 263
Idaho				46				46
Indian Territory			998					998
Montana						3		3
New Mexico			955	132				1, 087
Utah			1, 637					1, 637
Washington	102		819			221		1, 142
Wyoming								
Total	70, 241	7, 733	151, 050	13, 802	6, 688	24, 593	2, 586	276, 693

a In 471 cities.

b Strictly normal students are not included.

TABLE 25.—Statistical summary of students in preparatory courses.

States and Territories.	Number preparing for college.				Total reported.
	In academics (Table 28.)	In preparatory schools (Table 29.)	In universities and colleges (Table 39.)	In preparatory departments of scientific schools (Table 43.)	
1	2	3	4	5	6
Alabama.....	245	50	55	30	380
Arkansas.....	358	70	530	.....	958
California.....	401	183	622	34	1,240
Colorado.....	.....	37	275	30	342
Connecticut.....	183	255	.....	0	438
Delaware.....	40	.....	0	.....	40
Florida.....	51	.....	44	43	138
Georgia.....	1,352	104	727	403	2,586
Illinois.....	579	187	1,883	107	2,756
Indiana.....	212	55	1,235	156	1,658
Iowa.....	412	42	1,863	38	2,355
Kansas.....	253	.....	902	.....	1,155
Kentucky.....	422	39	600	153	1,214
Louisiana.....	359	.....	1,040	.....	1,399
Maine.....	252	266	.....	.....	518
Maryland.....	163	36	301	.....	500
Massachusetts.....	494	1,488	195	38	2,215
Michigan.....	156	21	637	.....	814
Minnesota.....	146	.....	466	.....	612
Mississippi.....	314	.....	156	399	869
Missouri.....	992	306	1,923	.....	3,221
Nebraska.....	158	.....	165	126	449
Nevada.....	.....	.....	51	.....	51
New Hampshire.....	205	388	.....	.....	593
New Jersey.....	337	600	40	.....	977
New York.....	1,998	1,395	2,469	.....	5,862
North Carolina.....	1,037	38	540	.....	1,615
Ohio.....	153	216	1,941	.....	2,310
Oregon.....	268	.....	612	40	920
Pennsylvania.....	828	464	1,253	62	2,607
Rhode Island.....	1	220	.....	.....	221
South Carolina.....	164	110	591	.....	865
Tennessee.....	778	102	1,545	.....	2,425
Texas.....	356	100	429	37	922
Vermont.....	199	30	.....	5	234
Virginia.....	80	29	123	723	955
West Virginia.....	.....	.....	107	.....	107
Wisconsin.....	223	307	807	.....	1,337
Dakota.....	141	42	83	162	428
District of Columbia.....	108	22	159	.....	289
Indian Territory.....	100	.....	.....	.....	100
Idaho.....	.....	27	.....	.....	27
Montana.....	.....	.....	3	.....	3
New Mexico.....	296	.....	.....	.....	296
Utah.....	313	.....	.....	.....	313
Washington.....	37	.....	221	.....	258
Total.....	15,164	7,229	24,593	2,586	49,572

TABLE 26.—Summary of statistics of schools for secondary instruction.

States and Territories.	Number of schools.	Instructors.		Students.				Number of volumes in library.	Value of grounds, &c.	
		Male.	Female.	Total.	Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teachers' course.			Number in commercial or business course.
Alabama.....	26	51	51	2, 119	597	245	71	38	745	\$197, 200
Arkansas.....	17	30	59	2, 377	335	358	64	54	3, 480	91, 200
California.....	29	104	126	3, 672	1, 579	401	29	172	17, 221	467, 800
Colorado.....	4	17	15	827	269	.....	.....	.....	500	55, 000
Connecticut.....	41	62	124	2, 055	692	183	23	170	10, 852	257, 500
Delaware.....	4	9	13	475	205	40	10	.....	2, 400	72, 000
Florida.....	5	6	31	424	246	51	141	6	2, 550	90, 000
Georgia.....	120	166	235	11, 797	6, 531	1, 352	895	124	29, 587	494, 650
Illinois.....	43	123	170	6, 183	2, 292	579	339	229	56, 135	1, 054, 400
Indiana.....	14	38	58	3, 581	797	212	1, 265	224	9, 734	224, 000
Iowa.....	39	97	82	5, 998	843	412	854	749	11, 229	331, 000
Kansas.....	8	34	18	1, 216	142	253	181	182	6, 336	234, 000
Kentucky.....	58	109	274	6, 657	2, 066	422	396	150	20, 134	522, 700
Louisiana.....	19	50	97	2, 148	1, 173	359	17	86	5, 202	139, 050
Maine.....	27	45	73	5, 002	1, 108	252	34	199	16, 041	322, 625
Maryland.....	32	88	76	2, 185	582	163	10	64	17, 967	626, 600
Massachusetts.....	58	103	239	3, 921	1, 386	494	22	178	33, 974	1, 755, 233
Michigan.....	11	32	51	2, 251	490	156	.....	64	10, 625	258, 400
Minnesota.....	14	39	44	1, 493	492	146	37	104	5, 967	180, 000
Mississippi.....	31	55	78	3, 297	1, 379	334	124	65	11, 987	174, 250
Missouri.....	69	184	203	6, 624	2, 714	992	522	337	30, 835	865, 400
Nebraska.....	11	46	45	917	205	158	51	48	8, 663	437, 300
Nevada.....	1	0	7	70	16	.....	.....	0	200	25, 000
New Hampshire.....	31	42	49	1, 839	1, 007	205	32	103	10, 114	227, 000
New Jersey.....	45	122	168	3, 485	1, 472	337	31	153	27, 395	461, 000
New York.....	174	478	596	18, 851	9, 537	1, 898	537	912	104, 667	4, 104, 836
North Carolina.....	102	198	195	10, 558	4, 732	1, 037	653	541	25, 292	372, 200
Ohio.....	42	113	160	3, 895	1, 585	153	285	39	38, 836	544, 800
Oregon.....	17	29	76	2, 145	845	268	81	69	4, 615	321, 300
Pennsylvania.....	81	219	296	7, 089	2, 705	828	423	129	55, 073	1, 666, 100
Rhode Island.....	2	2	9	125	34	1	.....	.....	400	680
South Carolina.....	23	41	59	3, 489	1, 541	164	96	5	5, 879	173, 400
Tennessee.....	60	108	116	7, 126	3, 047	778	406	73	8, 803	318, 150
Texas.....	36	92	121	5, 165	2, 292	356	245	58	11, 140	357, 090
Vermont.....	21	52	65	2, 779	553	199	22	100	6, 700	321, 400
Virginia.....	35	76	90	3, 408	1, 977	80	247	82	16, 530	325, 500
West Virginia.....	6	8	14	499	119	.....	.....	.....	4, 200	50, 000
Wisconsin.....	20	80	81	2, 564	1, 396	223	16	109	29, 039	374, 500
Dakota.....	6	14	21	501	134	141	38	64	1, 175	113, 000
District of Columbia.....	15	32	91	1, 624	687	108	.....	.....	6, 525	160, 000
Indian Territory.....	10	16	29	998	517	100	24	.....	3, 650	317, 000
New Mexico.....	8	33	14	955	389	296	98	47	6, 116	96, 000
Utah.....	13	18	35	1, 637	121	313	20	56	1, 850	129, 810
Washington.....	12	19	32	819	232	37	17	72	2, 968	87, 000
Total.....	1, 440	3, 180	4, 336	41, 510, 050	61, 391	15, 164	8, 356	5, 810	683, 036	20, 161, 734

a Large number not classified.

PREPARATORY SCHOOLS.

Detailed statistics of preparatory schools will be found in Table 29. The following is a comparative statement of the statistics of these schools as reported to the Bureau from 1876 to 1886, inclusive (1883 omitted):

	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.	1885.	1886.
Number of institutions.....	105	114	114	123	125	130	157	169	179	197
Number of instructors.....	736	796	818	818	860	871	1, 041	1, 183	1, 218	1, 434
Number of students.....	12, 369	12, 510	12, 538	13, 561	13, 239	13, 275	15, 681	18, 519	17, 605	21, 031

TABLE 27.—Summary of statistics of preparatory schools.

States and Territories.	Number of schools.	Number of instructors.	Number of students.			Number of volumes in library.	Value of grounds, buildings, and apparatus.
			Preparing for classical course in college.	Preparing for scientific course in college.	Other students.		
1	2	3	4	5	6	7	8
Alabama	1	2	.....	50	10	600	\$12,000
Arkansas	1	7	30	40	137	700	8,000
California	6	49	76	107	a 705	3,550	184,000
Colorado	2	9	28	9	25	1,612	40,300
Connecticut	7	48	91	164	a 763	11,740	650,000
Georgia	3	16	35	60	a 160	600	119,000
Illinois	6	49	117	70	a 331	3,225	50,000
Indiana	4	34	25	30	a 408	.....	87,000
Iowa	3	19	19	23	a 45	4,000	65,000
Kentucky	2	5	14	25	49	100	8,800
Maine	11	53	143	123	856	4,735	207,000
Maryland	3	25	16	20	314	4,250	52,000
Massachusetts	32	240	1,175	313	a 1,769	29,689	1,999,000
Michigan	1	8	6	15	77	700	100,000
Missouri	5	40	121	185	a 440	.....	145,000
New Hampshire	6	42	280	108	a 471	12,200	312,700
New Jersey	14	115	291	309	a 1,139	6,150	1,397,000
New York	34	287	933	462	a 2,322	20,567	1,459,570
North Carolina	1	2	28	.....	.....	.....	1,200
Ohio	8	47	175	41	a 291	1,610	163,500
Pennsylvania	19	165	243	218	a 1,486	7,525	584,000
Rhode Island	4	42	183	37	744	3,600	202,000
South Carolina	2	12	70	40	246	400	10,000
Tennessee	3	16	49	53	201	740	52,000
Texas	1	8	.....	109	40	400	50,000
Vermont	2	12	16	14	202	1,600	40,000
Virginia	5	16	.....	29	a 172	5,000	25,000
Wisconsin	7	43	66	241	a 185	3,300	165,600
Dakota	1	6	22	20	25	2,200	40,000
District of Columbia	1	8	16	6	80	.....	28,000
Idaho	1	4	.....	27	46	500	20,000
New Mexico	1	5	.....	.....	a 132	.....	.....
Total	197	1,434	4,281	2,948	a 13,802	131,293	8,217,670

a Includes students preparing for classical or scientific course, the number included not being specified.

TABLE 23.—Statistics of private schools for elementary and secondary instruction, 1885-'86; from replies to inquiries by the United States Bureau of Education.

1	Location.	2	3	Principal.	Date of charter.	4	5	6	7	8	9	Students.					14	15	16
												10	11	12	13	Total.			
						Year in which institution was first opened for instruction.	Religious denomination.	Male instructors.	Female instructors.		Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teachers' course.	Number in commercial or business course.	Number of volumes in library.	Annual charge for tuition.	Value of grounds, buildings, and apparatus.		
1	Andrews' Institute, Ala.	Andrews' Institute	Rev. J. C. Grant	1876	1874	M. E.	1	1	94	0	0	0	0	0	0	\$20	\$2,500		
2	Athens, Ala*	Athens Male Academy	E. C. Hudson	1878	1878	Non-sect.	1	0	59	0	0	10	0	0	0	20-40	6,000		
3	Camden, Ala	Wilcox Male and Female Institute.	W. C. Jones	1849	1849	Non-sect.	2	4	122	0	0	0	0	0	0	20-25	5,000		
4	Dadeville, Ala	Dadeville Select High School.	Mrs. Alice Paggett	0	1850	Non-sect.	1	1	58	1	58	40	10	3	5	20-4	1,000		
5	Dadeville, Ala*	Dadeville Seminary	George P. Franklin	1876	1876	M. E.	1	1	170	1	170	30	0	0	5	2,500			
6	Decatur, Ala.	Decatur Male and Female High School.	H. C. Gilbert	1883	1883	Non-sect.	1	3	114	3	114	86	18	0	125	20-50	5,000		
7	Fayette C. H., Ala	Fayette County Male and Female Institute.	C. S. Deane				2	2							13-31				
8	Fort Deposit, Ala.	Fort Deposit Institute	W. P. Stott	0	1870	Non-sect.	2	3	125	0	125	0	0	0	0	20	1,200		
9	Furman, Ala*	Snow Hill Academy	Joel C. Du Bose, A. M.	0	1883	Non-sect.	1	2	76	0	76	0	0	0	0	19-38	2,500		
10	Gaylesville, Ala	Gaylesville High School	Rev. S. L. Russell, A. M.	1876	1871	Non-sect.	3	3	117	0	117	0	0	0	0	13-36			
11	Grove Hill, Ala*	Grove Hill Male and Female School	T. B. Creagh	1856	1856	M. and B.	1	1	28	0	28	2	0	0	0		6500		
12	Itavava, Ala	Travis Academy	W. L. Fagan		1872	Non-sect.	1	1	45	0	45	14	0	0	0	30	500		
13	Itelena, Ala*	Helena Collegiate Institute.	J. L. Tullin		1878		2	1	82	0	82	0	0	0	0	20	1,500		
14	Ittinsville, Ala	Miss M. A. Cruise's Private School.	Miss M. A. Cruise	1865	1865		2	0	(c)	0	0	0	0	0	0	30-48			
15	Lineville, Ala	Lineville Institute	G. W. Stevens, B. E.				2	2	150	0	150	0	0	0	0	0			
16	Mobile, Ala*	German Evangelical Lutheran School.	John G. Kramer		1869	Ev.-Luth.	1	0	83	0	83	0	0	0	0	0			
17	Mobile, Ala	Home and Day School	Mrs. V. C. Wilson				4	0	0	0	0	0	0	0	0	0			
18	Mobile, Ala	Towle's Institute for Boys	Amos Towle		1869	Non-sect.	2	0	81	0	81	21	4	0	0	75-80	12,000		
19	Montgomery, Ala.	Hammer Hall, Collegiate Institute for Girls.	Rev. George M. Everhart, D. D.	1860	1861	P. E.	2	7	60	33	33	33	0	0	0	30-60	20,000		

No	Location	Institution	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	2000
20	Opelika, Ala.	Opelika Seminary	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	2000
21	Remlap, Ala.	Remlap Institute	0	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
22	Selma, Ala.	St. Andrew's Academy	1877	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
23	Stevenson, Ala.	William and Emma Austin College	1877	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
24	Talladega, Ala.	Talladega College	1869	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
25	Tuskegee, Ala.	Alabama High School	1869	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
26	Uniontown, Ala.	Uniontown Female Academy	1869	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
27	Altus, Ark.	Central College	1887	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
28	Arkadelphia, Ark.	Arkadelphia Institute	1887	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
29	Barren, Ark.	Barren Fork Academy	1884	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
30	Booneville, Ark.	Fort Smith District High School	1875	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
31	El Dorado, Ark.	Male and Female Academy	1875	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
32	Fort Smith, Ark.	Immaculate Conception School	1854	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
33	Holena, Ark.	Holena Female Seminary	1872	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
34	Holena, Ark.	Southland College and Normal Institute	1872	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
35	La Crosse, Ark.*	La Crosse Collegiate Institute	1881	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
36	La Grange, Ark.	Lee High School	1872	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
37	Little Rock, Ark.	Arkansas Female College	1872	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
38	Marianna, Ark.	Marianna Institute	1880	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
39	McBourne, Ark.	McBourne Academy	1877	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
40	Quitman, Ark.*	Quitman Male and Female College	1871	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
41	Regers, Ark.	Regers Academy	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
42	Searey, Ark.	Searey Male and Female College	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
43	Whiteville, Ark.	Buckner College	1879	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
44	Bontela, Cal.*	St. Catharine's Academy	1850	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
45	Berkeley, Cal.	Bowen's Academy	1884	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
46	Irving, Cal.	Washington College	1871	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
47	Lakeport, Cal.*	Lakeport Academy	1884	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
48	Livermore, Cal.	Livermore College	0	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
49	Marysville, Cal.	College of Notre Dame	1876	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
50	Oakland, Cal.	Convent of Our Lady of the Sacred Heart	1880	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
51	Oakland, Cal. (1825 Telegraph avenue)	Field Seminary	1872	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
52	Oakland, Cal.	Hopkins Academy	1870	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
53	Oakland, Cal. (1625 Telegraph avenue)	Perry Seminary	1863	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
54	Oakland, Cal.	Sackoff School	1879	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
55	Oakland, Cal. (568 12th street)	Snell Seminary for Young Ladies	1878	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899

* From Report of the Commissioner of Education for year 1884-85.
 a Charge for a month.
 b Value of grounds and buildings.
 c Sex not reported.
 d As Onachita College; as Arkadelphia Baptist High School in 1876.
 e Includes board.

TABLE 28.—Statistics of private schools for elementary and secondary instruction for 1885-'86, &c.—Continued.

Location.	Name of school.	Principal.	Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Male instructors.	Female instructors.	Total.	Students.					Number of volumes in library.	Annual charge for tuition.	Value of grounds, buildings, and apparatus.
									Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teachers' course.	Number in commercial or business course.	10				11	12	13	14	15	16
56 Placerville, Cal.	Placerville Academy*	George P. Tindall, A. M.	0	1861	Non-sect.	2	4	115	10	4	500	850	20,000			
57 Sacramento, Cal. (6th street, bet. J and K).	Howe's High School and Normal Institute.*	Edward Payson Howe		1873	Non-sect.	2	1	83	83		400	60,72				
58 Sacramento, Cal. (K and 12th streets).	Sacramento Institute*	Rev. Brother Genckern, director.		1876	R. C.	10		320	320		1,000	50				
59 Sacramento, Cal. (cor. 8th and G streets).	St. Joseph's Academy	Sister of Mercy	1857	1857	R. C.		7	300			2,000		20,000			
60 Sacramento, Cal. (cor. 6th and K streets).	Young Ladies' Seminary	William S. Hunt	0	1862	Non-sect.	1	2	155	130	5	20	0	0			
61 St. Helena, Cal.	St. Helena Seminary and Normal Institute.	A. M. Armstrong, M. B.	0	1882	Non-sect.	5	1	63	15	14	12	22	837	8,000		
62 San Francisco, Cal. (1056 Valencia street).	Irving Institute.	Rev. Edward B. Church, A. M.	0	1877		6	16	100	100		700	100	27,000			
63 San Francisco, Cal. (1091 Sutter street)	Miss West's School for Girls	Miss M. E. West	0	1872		1	11	156				30-80				
64 San Francisco, Cal. (s. e. cor. Eddy and Larkin streets).	Sacred Heart College	Brother Genckern		1874	I. C.	20		650	400	150	100	5,000	60	100,000		
65 San Francisco, Cal. (1017 Hyde street).	Urban School	Nathan W. Moore	0	1864	Non-sect.	7	3	81	18	4	5	60	72-200	15,000		
66 San Francisco, Cal.* (129 Haight street).	Westminster School	Rev. James Matthews, D. D.	1859	1859	Presb.	3	2	51					36-125	20,000		
67 San José, Cal. (Wilson avenue).	Home Seminary	Miss M. S. Castleman	1881	1875		2	3	14	14			200	240-560	4,000		
68 San Marco, Cal.	St. Matthew's Hall	Rev. A. L. Brower, M. A.		1866	P. E.	10	1	70	44	6	10	300	6400			
69 San Rafael, Cal.*	San Rafael Institute	Miss S. L. Anderson, B. A.		1882	Non-sect.	6	30	5				125				
70 Santa Cruz, Cal.	Santa Cruz Young Ladies' Seminary.	Paul Pioda		1882	Non-sect.							1,500	50	20,000		

No.	Locality	Teacher	Year	Sex	Age	Religion	Marital	Single	Married	Widowed	Divorced	Other	Total
71	Santa Cruz, Cal.*	Sister Rosa Genevieve	1875	1862	R. C.	Non-sect.	2	1	74	43	4	12	150
72	Visalia, Cal.	A. R. Ott, A. M.	1876	1875	Non-sect.		1	7	528				51
73	Leadville, Colo*	Rev. H. Robinson	1882	1881	R. C.		10	36					260
74	Marion, Colo	Rev. D. Pantanillo, S. J.	1885	1884	R. C.		5	167	167				260
75	Pueblo, Colo*	E. W. Fowler, A. M., pres't.	1880	1879	M. E. S.		1	2	102	102			160
76	Tulacah, Colo*	Henry E. Gordon	1880	1879	Cong.		9	284	16				350
77	Lakle, Conn.	Sister Mary Frances	1875	1875	R. C.								6150
78	Bridgport, Conn.	M. S. Hopson	1879	1879	Non-sect.		1	10	63		6		40-80
79	Bridgport, Conn.	S. B. Jones, A. M.	1879	1879	Non-sect.		2	35	10	15			6450
80	Bridgport, Conn.	George H. Crutcher, Ph. D.	1875	1875	Non-sect.		1	17	2	1			350
81	Colebrook, Conn.*	Frederick H. Tracy, M. A.	1801	1803	Non-sect.		0	41					24-22
82	Cornwall, Conn.*	S. T. Frost, A. M.	1884	1884	Non-sect.		2	4	60				45
83	Danbury, Conn.	Mrs. William Parke	0	1874	Non-sect.		1	20					50
84	Danbury, Conn.	Mrs. M. J. Davis	1885	1885	Non-sect.		4	65	30	2			15, 27
85	Durham, Conn.*	Mrs. Eva M. Pitts, M. S.	1842	1842	Non-sect.		1	22	15				21, 30
86	Greenwich, Conn.*	M. H. Delany Longchamp and Miss M. W. Wood.	1884	1884	Non-sect.		1	20	20				400
87	Guilford, Conn.	Guilford Institute and High School.	1855	1855	Cong.		1	3	122	38	6		610
88	Hartford, Conn. (Wood- side).	Miss Elizabeth H. Haines	1875	1875	Non-sect.		4	5	45				6600
89	Lime Rock, Conn.	J. H. Hurlburt	1864	1864			1	2	45	23	8	5	4
90	Lyme, Conn.	Charles G. Bartlett	1876	1876	Non-sect.		2	22	11				100
91	Milford, Conn.*	W. J. Lloyd	1885	1883	Non-sect.		1	45	15				10,000
92	Mystic Bridge, Conn.	John K. Buckley, A. M., LLD.	1880	1868	Non-sect.		2	3	71	20	18	6	8
93	New Canaan, Conn.	Mrs. E. F. Ayres	1873	1873	Christian		2	2	30	2	15		40
94	New Haven, Conn. (33 Well street).	Miss Ellen Strong Bartlett	0	1873	Non-sect.		1	11	80	80	0	0	70
95	New Haven, Conn. (136 Sherman avenue).	Misses E. C. and S. J. Paiges	1873	1873	Mch.		5	32	32				60
96	New Haven, Conn.	Mrs. S. L. Cady	0	1870	Cong.		2	9	42	39	3	0	400
97	New London, Conn.	Ely B. Hall	0	1869	Non-sect.		2	60	15	45	0	0	100
98	New Preston, Conn.	Rev. Henry Upton	0	1869	Cong.		2	0	14	10	4	0	500
99	Norfolk, Conn.	Rev. J. Wickliffe Deach, A. M.	0	1884	Cong.		2	2	55	12	8	0	600
100	Norwalk, Conn.	Miss N. F. Baird	1872	1872	P. E.		3	3	44				60
101	Norwalk, Conn.	Mrs. Arthur H. Bissell	1882	1882	P. E.		2	28	21				60-100
102	Plainfield, Conn.	Elizabeth C. Wheeler	1783	1770	Non-sect.		1	2	39	26	3		20
103	Portland, Conn.	William L. Somers	1876	1876	P. E.		1	2	120	30	6	4	450
104	Saybrook, Conn.*	Rev. P. L. Shepard, M. A.	1865	1865	P. E.		3	3	43	5	3		25, 000
105	Simsbury, Conn.	John B. McLean	1879	1879	Non-sect.		3	2	55	30	5	8	500
106	Southport, Conn.	Mrs. Augusta A. Smith	1866	1866	Non-sect.		3	6	50	46	4	0	32-40
107	Stamford, Conn.	Hiram U. King	1875	1875	Non-sect.		7	1	67		30	10	100-150
108	Watertown, Conn.*	Rev. Francis T. Russell, M. A., rector.	1875	1875	P. E.		4	11	160	1			30-60

b For languages.

a Includes board.

* From Report of the Commissioner of Education for year 1884-85.

TABLE 23.—Statistics of private schools for elementary and secondary instruction for 1885-'86, &c.—Continued.

Location.	Name of school.	Principal.	Date of charter.	Year in which instruction was first opened for instruction.	Religious denomination.	Male instructors.	Female instructors.	Total.	Students.						Annual charge for tuition.	Value of grounds, buildings, and apparatus.
									Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teachers' course.	Number in commercial or business course.	10	11		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
109 Westport, Conn.	Select School for Boys	Rev. James E. Coley	.....	1877	P. E.	1	1	8	.....	.....	.....	.....	.....	.....	.....
110 Wilhamatic, Conn.	Natchaug School	W. L. Burdick, A. M., Ph. D.	.....	1885	P. E.	1	10	110	50	10	.....	20	350	\$3,000	\$6,000
111 Wilton, Conn.	Wilton Academy	Edward Olmstead	.....	1817	Cong.	1	1	20	.....	8	.....	.....	.....	.....	25,000
112 Wilton, Conn.	Wilton Boarding Academy	Augustus Whitlock	.....	1840	Non-sect.	1	1	40	.....	.....	.....	25	.....	.....	.....
113 Woodbury, Conn.	Parker Academy	O. C. B. Mason, A. M.	.....	1851	Non-sect.	1	1	41	39	2	.....	.....	.....	.....	.....
114 Canton, Dak.	Angustana College	M. D. Miller, A. M.	.....	1881	Lutheran	3	1	73	15	47	11	.....	350	18	10,000
115 Fargo, Dak.	St. Joseph's Academy	Mother M. John Hughes	.....	1885	R. C.	.....	.....	175	40	50	6	54	175	10-30	24,000
116 Grand Forks, Dak.	St. Bernard's College	Mother Stanislaus Katter	.....	1885	R. C.	.....	.....	7	175	40	50	6	175	10-30	24,000
117 Grotton, Dak.	Grotton College	Rev. Jas. A. Marshall, M. A.	.....	1885	Presb.	5	2	101	3	37	32	29	400	32	17,000
118 Plankinton, Dak.	Plankinton Christian Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
119 Sioux Falls, Dak.	All Saints' School	Helen S. Peabody	.....	1885	P. E.	1	6	49	.....	.....	.....	.....	150	30-60	37,600
120 Spearfish, Dak.	Dakota College	E. E. Meredith, A. M., Ph. D., president.	1881	1881	Baptist	5	5	103	76	7	.....	.....	100	26	25,000
121 Dover, Del.	Wilmington Conference Academy.	W. L. Gooding, A. M.	1873	1873	Meth.	4	4	175	50	15	.....	.....	1,500	45	60,600
122 Milford, Del.	Milford Classical School	W. J. Lloyd	1885	1885	Non-sect.	1	2	77	48	2	.....	.....	0	20-40	.....
123 Newark, Del.	Academy of Newark and Delaware Normal School.	Albert N. Raub, A. M., Ph. D.	1769	1768	Non-sect.	2	2	68	27	3	8	.....	700	40	12,000
124 Wilmington, Del. (4th and West streets)	Friends' School	Isaac T. Johnson, A. M.	0	1748	Friends	2	5	155	80	20	2	.....	200	30-80	.....
125 Washington, D. C. (8th and C streets s. w.)	Academy of the Sacred Heart of Mary	Sister M. Alexius, O. S. D.	1876	1868	R. C.	.....	10	90	90	.....	.....	.....	500	20	.....
126 Washington, D. C. (Con- fident avenue and 1 1/2 street)	Academy of the Visitation	Sister M. Rose Mullen, superior.	1853	1850	R. C.	.....	20	104	.....	.....	.....	.....	2,000	60-100	.....

	1880	5	25	80-100	1880	5	25	80-100
127 Washington, D. C. (Pennsylvania avenue and 15th street).	Burton Macafee, A. M., M. D.	Non-sect.	1	1	23	0	0	32-80
128 Washington, D. C. (1301 Corcoran street).	Z. Richards, A. M.	Non-sect.	3	3	75			500
129 Washington, D. C. (1811 I street).	Thomas W. Sidwell.	Friends.	2	11	98	98		800
130 Washington, D. C.* (1305 17th street).	Miss Anna Ellis.	Non-sect.	3	12	140	135	5	
131 Washington, D. C. (4100 M street n. w.).	Mrs. Elizabeth J. Somers.	Non-sect.	1	20	15	5		84
132 Washington, D. C. (44 street).	J. W. Hunt	Non-sect.	1	0	24	18	6	0
133 Washington, D. C. (306 Indiana avenue).	O. C. Wight	Non-sect.	1	0	24	18	6	0
134 Washington, D. C. (601 East Capitol street).	Sister M. Aquina	R. C.	8	163	163			
135 Washington, D. C. (Vermont avenue).	Rev. Brother Tobias	R. C.	8	156	64	92		1,200
136 West Washington, D. C. (1916 55th street).	Miss B. C. Earle	Non-sect.	3	8				825
137 Washington, D. C.* (1023 12th street n. w.).	Mrs. Zelia D. Enocher	Non-sect.	2	8	26	26		200
138 Washington, D. C. (1537 I street).	Miss S. A. Lipscomb	Non-sect.	2	8	55	55		500
139 Washington, D. C. (1915 H street n. w.).	Miss Faust	Non-sect.	1	2	25			
140 Dayton, Pa.	Miss L. A. Cross	Cong.	4	24	6			200
141 Do Land, Fla.	J. F. Forbes, A. M.	Baptist	2	5	163	50	10	6
142 Jacksonville, Fla.	Rev. Sam'l B. Darnell, B. D.	M. E.	3	5	28	130	41	135
143 Key West, Fla.	Sister Mary Delphine	R. C.	13	179				350
144 Live Oak, Fla.	Rev. J. A. Fish	Baptist	1	4	97			400
145 Ackworth, Ga*	Thomas A. Murray, A. M.	Non-sect.	1	1	65	65		1,200
146 Adairville, Ga*	Henry D. Capers, A. M.	Non-sect.	3	1	72	56	16	50
147 Antioch, Ga*	Mrs. Gaffney	Non-sect.	1	23	25	5		25,500
148 Athens, Ga.	Miss E. Sosnowski	Non-sect.	4	7	70			500
149 Atlanta, Ga.	Home School for Young Ladies.	Baptist	6	91	34	32	25	8
150 Atlanta, Ga*	Rev. S. Graves, D. D.	P. E.	3	8	159	160		2,538
151 Atlanta, Ga*	Mrs. J. W. Ballard.	Non-sect.	4	1	111	111		300
152 Atlanta, Ga.	T. A. E. Means	Baptist	1	20	550			50,00
	Misses S. B. Packard and J. E. Giles.	Baptist	1	20	550			75,500
153 Atlanta, Ga*	Miss Amy Williams	Cong.	10	538	530	8		9
154 Atlanta, Ga. (16 East Cain street).	Miss Taylor Stewart	Cong.	1	5	80	40	40	30-60
155 Augusta, Ga.	Rev. George Williams Walker, A. M.	M. E. So.	2	1	128	81	20	27
156 Augusta, Ga.	Sister M. Genevieve.	R. C.	9	297	35	252		295
157 Augusta, Ga*	Sister M. Peter	R. C.	11	175	175			500
158 Augusta, Ga.	Brother Francis	R. C.	6	0	200	25	10	15-30

* From Report of Commissioner of Education for year 1884-'85.

α Includes board.

β To non-residents.

TABLE 28.—Statistics of private schools for elementary and secondary instruction for 1885-'86, &c.—Continued.

1	2	3	4	5	6	7	8	9	Students.						14	15	16
									Total.	Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teachers' course.	Number in commercial or business course.				
159	Bairdstown Academy	John S. Callaway	0	1840	Baptist	1	1	34	28	6	.....	.....	.....	.....	\$20	.....
160	Barnesville, Ga *	Charles E. Lambdin, A. M.	1884	1872	Non-sect.	3	4	277	277	.....	.....	.....	.....	.....	12	\$12,000
161	Byron, Ga *	E. H. Ezell	1884	1884	B. and M.	1	3	90	25	5	.....	.....	.....	.....	25-30	1,500
162	Cameron, Ga *	W. V. Lanier	0	1884	B. and M.	1	1	64	2	5	.....	.....	.....	.....	25	1,500
163	Camilla, Ga	J. B. Stewart	.....	.....	Meth.	2	1	103	60	15	.....	.....	.....	.....	27	4,000
164	Carsonville, Ga	Miss Lida J. Jordan	.....	1858	.....	2	1	39	.....	0	.....	.....	.....	.....	15	250
165	Cartersville, Ga *	Hubert M. Smith	1884	1885	.....	2	1	75	13	8	.....	.....	.....	.....	10-30	3,700
166	Cartersville, Ga *	Mrs. J. W. Harris and Miss Carpenter	0	1884	.....	4	4	80	20	6	.....	.....	.....	.....	1 1/2-3	.....
167	Cass Station, Ga	W. J. Doster	.....	.....	Non-sect.	1	1	50	.....	.....	.....	.....	.....	.....	10	3,000
168	Cave Spring, Ga	Prof. S. Stewart, jr	1854	1855	Meth.	1	1	102	80	16	.....	.....	.....	.....	30, 40	2,500
169	Cave Spring, Ga	Marshall H. Lane, D. D	.....	.....	Baptist	2	2	80	20	15	.....	.....	.....	.....	20, 30, 40	8,000
170	Cave Spring, Ga	Mrs. Urline B. Lane	.....	.....	Baptist	2	2	90	60	10	.....	.....	.....	.....	20-40	5,000
171	Cedar Grove, Ga	John Y. Wood	1869	1869	Non-sect.	1	1	64	48	12	.....	.....	.....	.....	25	3,000
172	Cedartown, Ga *	J. C. Harris, A. M	.....	1877	Presb.	1	3	145	20	.....	.....	.....	.....	.....	20-40	.....
173	Chattoogaville, Ga	W. J. Doster	.....	1880	Non-sect.	2	.....	81	47	19	.....	.....	.....	.....	10-30	1,000
174	Clarkesville, Ga *	Morgan S. Looney	.....	.....	Non-sect.	1	1	80	2	.....	.....	.....	.....	.....	21-3	.....
175	Columbus, Ga	James J. Slade	.....	1866	Non sect.	1	.....	95	35	.....	.....	.....	.....	.....	60	1,500
176	Conyers, Ga *	R. A. Guinand T. D. Kelley.	0	1877	Non-sect.	2	1	112	19	5	.....	.....	.....	.....	14-36	2,000
177	Conyers, Ga	Thomas A. Murray	1886	1860	Non-sect.	1	1	115	110	5	.....	.....	.....	.....	20	500
178	Cuthbert, Ga	F. H. Henderson	.....	1870	Non-sect.	1	1	148	.....	5	.....	.....	.....	.....	12	600
179	Dalton, Ga	Jos. E. Brown Institute	.....	.....	Baptist	2	1	90	50	40	.....	.....	.....	.....	20-40	10,000
180	Danburg, Ga	W. J. Bradford	.....	.....	Non-sect.	1	1	11	5	0	.....	.....	.....	.....	15-30	400
181	Danielsville, Ga	Llewellyn J. Brown	0	1870	Non-sect.	1	1	95	95	.....	.....	.....	.....	.....	20	1,000
182	Duluth, Ga *	W. M. Winn	.....	1877	.....	1	1	60	66	.....	.....	.....	.....	.....	15-30	500

248	Social Circle, Ga	Oak Grove Male and Female Academy.*	Rev. W. F. Robison	1876	Meth	2	55	8	0	10-32	2,500
249	Sparta, Ga	Sparta Male and Female Academy.*	D. Q. Abbott	0	1833	1	2 82	74	0	45	5,000
250	Stone Mountain, Ga	Stone Mountain High School	Miss F. L. Wilson	0	1882	1	1 25	15	1	10	1,000
251	Sugar Valley, Ga	Sugar Valley High School	M. L. Brittan, A. B	1873	1869	1	1 125	100	8	5	1,500
252	Sumach, Ga	Sumach Seminary	C. H. Humphreys	0	1882	2	1 101	84	5	20	2,500
253	Summersville, Ga	Summersville High School	W. T. Irvine	1838	1837	2	2 104	100	4	22	2,000
254	Talbotton, Ga	Collinsworth Institute and Levert College.	Rev. John T. McLaughlin, A. M.	0	1870	1	4 127	40	15	2,250	5,000
255	Tennille, Ga	Tennille High School	W. L. Duggan, A. M.	1876	1876	2	3 176	40	15	2,060	8,000
256	Thomaston, Ga	R. E. Lee Institute*	George A. Harrison	0	1875	1	1 46	40	6	20	1,000
257	Toccoa, Ga	Toccoa Academy	Joseph H. Wilson	1884	1884	1	1 75	75	0	20	1,200
258	Villa Rica, Ga	New Villa Rica Academy*	W. S. Featherston	1823	1823	1	1 15	15	0	20-28	1,500
259	Waltherville, Ga	Waltherville Academy	John L. Hardon	1878	1878	1	4 35	27	8	150	6,000
260	Washington, Ga	St. Joseph's Academy	Moher St. John	0	1873	2	0 78	41	0	10	500
261	Whigham, Ga	Whigham Male and Female Academy.*	R. G. Chesnut	1833	1833	1	1 60	60	32	15-40	1,500
262	White Plains, Ga	Dawson Institute	J. M. Howell	1872	1872	1	2 100	14	8	4	2,500
263	Whitesburg, Ga	Whitesburg Academy	W. H. Andrews	1865	1865	1	1 45	35	10	50	50,000
264	White Sulphur Springs, Ga	High School	Rev. Beverly P. Alton	1874	1874	1	2 55	49	3	32	5,000
265	Addison, Ill	German Evangelical Lutheran School	E. A. W. Krauss	1867	1860	7	7 250	250	650	5-35	6,000
266	Alledo, Ill	Alledo Academy*	J. R. Wylie, A. M.	1884	1883	3	2 76	40	4	15	300
267	Alton, Ill	Ursuline Convent of the Holy Family.*	Mother Teresa Gillespie	1855	1856	8	5 300	192	68	40	50
268	Anna, Ill	Union Academy of Southern Illinois	Rev. Wm. W. Paris, D. D.	0	1857	1	1 30	12	5	7	0
269	Aurora, Ill	Jennings Seminary and Aurora Normal School.	Rev. John B. Robinson, D. D., Pr. D.	1873	1873	3	3 80	80	6	2,350	30,000
270	Bunker Hill, Ill	Bunker Hill Academy	Rev. S. L. Stivor, A. M.	1882	1876	7	2 75	50	17	4	4
271	Chicago, Ill	Convent of the Immaculate Conception.*	Sister Euphemia	1871	1871	2	1 160	160	1,200	50-140	18,000
272	Chicago, Ill. (623 W. Adams street).	German-American Academy of Chicago.	Robert Haentze	1855	1855	6	1 664	664	186	83	235,000
273	Chicago, Ill	German Institute*	J. C. Stocke	1869	1869	4	16 160	160	120	120	200,000
274	Chicago, Ill. (487-489 La Salle avenue).	Girls' Higher School*	Rebecca S. Rice, A. M.	1847	1846	10	21 250	100	2,000	850	80,000
275	Chicago, Ill. (16 Brown street).	Lutheran Immanuel School*	H. G. Louis Paul	0	1869	10	0 522	522	500	10	80,000
276	Chicago, Ill. (249 Dearborn avenue).	Misses Grant's Seminary	Miss E. Grant	1879	1879	2	15 150	100	200	60-125	.....
277	Chicago, Ill	St. Patrick's Seminary	Sister Mary Genevieve	1879	1879	2	15 150	100	200	60-125	.....
278	Chicago, Ill	St. Patrick's Commercial Academy.*	Brother Adjuvior	1879	1879	2	15 150	100	200	60-125	.....
279	Chicago, Ill. (2535 Prairie avenue).	School for Young Ladies and Children.	Mrs. Stella Dyer Loring	1879	1879	2	15 150	100	200	60-125	.....

d Grounds and buildings.

b Includes board.

c Charge for a month.

* From Report of the Commissioner of Education for year 1884-'85.

† New charter designating college powers and privileges.

TABLE 28.—Statistics of private schools for elementary and secondary instruction for 1885-'86, &c.—Continued.

Location.	Name of school.	Principal.	Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Male instructors.	Female instructors.	Total.	Students.				Number of volumes in library.	Annual charge for tuition.	Value of grounds, buildings, and apparatus.
									Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teachers' course.	Number in commercial or business course.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
280 Chicago, Ill. (15 South Sheldon street).	The Willard School*.....	Samuel Willard, M. D., LL. D.....	.....	1860	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
281 Dakota, Ill.....	College of Northern Illinois	Rev Frank Wetzel.....	.....	1882	Reformed	3	1	25	6	9	5	2	200	\$63	\$7,000
282 Danville, Ill.....	Danville Seminary and School of Pedagogy.....	M. D. Hornbeck, pres t.....	.....	1881	M. E.....	3	3	72	41	52	.....	.....	2,000	36	20,000
283 Danville, Ill.....	Evangelical Lutheran Divinity-icals School.*.....	Alex Hinze.....	.....	1873	Luth.....	2	.....	136	.....	.....	.....	.....	0	.....	3,850
284 Decatur, Ill.....	St Theresa's Academy.....	Mother Alphonsus.....	1871	1872	R. C.....	1	2	54	11	43	.....	.....	400	.....	8,000
285 Dover, Ill.....	Dover Academy, Normal and Business School.....	E. F. Warren, M. S., M. A.....	.....	1882	U. B.....	1	2	54	11	43	.....	.....	150	20	.....
286 Du Quoin.....	Du Quoin Seminary.....	Dr. A. T. Stone.....	1855	1855	Presb.....	1	1	74	46	6	22	.....	5,000	25	25,000
287 Elgin, Ill.....	Elgin Academy.....	Nathan Thompson.....	1839	1856	Non-sect	1	4	169	121	.....	.....	.....	33	33	30,000
288 Elmhurst, Ill.....	Evangelical Presbiterian.....	P. Geibel.....	.....	1870	Ev. Luth.	8	.....	101	74	10	17	.....	1,504	150	40,000
289 Fulton, Ill.....	Northern Illinois College*.....	A. M. Hanson, A. M., Ph. D., pres t.....	1866	1866	Non-sect.	4	4	300	.....	.....	.....	.....	500	32	125,000
290 Geneseo, Ill.....	Geneseo Collegiate Institute.....	Northway W. Thornton.....	1883	1884	Presb.....	4	3	175	.....	.....	.....	.....	200	34	14,000
291 Geneseo, Ill.....	Northwestern Normal School.....	W. J. Stevens.....	1883	1883	.....	6	6	470	130	60	167	40	625	26	30,000
292 Joliet, Ill.....	St. Francis Academy.....	Sister M. Stanislas.....	1874	1874	R. C.....	.....	6	33	15	6	12	.....	620	140	101,000
293 Kankakee, Ill.....	St. Joseph's Seminary.....	Sister St. Peter Chrysológus.....	1876	1869	R. C.....	10	230	99	6	15	20	.....	500	10	23,600
294 La Harpe, Ill.....	Giddings Seminary.....	Isaac W. Cassell, A. M., pres t.....	1879	1879	M. P.....	3	1	47	41	6	6	.....	24	24	26,000
295 Loxa, Ill.....	Lee's Academy.....	Thomas J. Lee, A. M.....	.....	1871	Non-sect.	1	0	133	133	0	0	.....	1,200	50	3,000
296 Macomb, Ill.....	Macomb Normal College.....	John L. Whitty.....	0	1849	Non-sect.	2	0	50	40	.....	.....	.....	1,000	50	4,000
297 Mt. Morris, Ill.....	Mt. Morris College.....	J. G. Royer.....	1840	1846	Ger. Lap.	8	2	229	133	40	44	30,600	33	20,000	20,000
298 Paris, Ill.....	Edgar Collegiate Institute*.....	Josiah Hurley, A. M.....	1867	1867	.....	2	1	81	38	14	.....	.....	30	30	5,000
299 Pekin, Ill.....	Cathedral Grammar School.....	Rev. Geo. W. West, M. A.....	0	1881	P. E.....	7	2	53	30	8	17	.....	500	300	10,000
300 Port Byron.....	Port Byron Academy.....	W. H. Williams.....	0	1882	Cong.	2	2	30	8	.....	.....	.....	24	24	8,000
301 Rock Island, Ill.....	Fairview Academy.....	W. M. Reek, A. B.....	0	1880	Luth.....	3	2	28	25	.....	.....	.....	500	4	7,000
302 Springfield, Ill.....	St. Agatha's School.....	Miss D. Murdoch.....	0	1881	P. E.....	1	4	53	26	12	.....	.....	100	30-60	15,000

303.	Springfield, Ill.	Ursuline Academy of St. Joseph.	1857	R. C.	7	63	10	1, 200	130
304	Sugar Grove, Ill.	Sugar Grove School* suppl.	0		3	3			21
305	Vermilion Grove, Ill.	Vermilion Academy	1875	Friends	2	0	37	6	10-20
306	Washington Heights, Ill.	Institute of Our Lady of the Sacred Heart.	1875	R. C.	0	13	70		160
307	Woodstock, Ill.	Todd Seminary for Boys	1862	Non-sect.	3	1	26	6	300
308	Azalia, Ind.	Saint Greek Seminary*	1866	Friends	1	1	59	23	3, 000
309	Bloomington, Ind.	Friends' Bloomingdale Academy.	0	Friends	2	1	75	20	24-30
310	Danville, Ind.	Central Normal College.	1876	Non-sect.	9	4	900		40, 000
311	Fort Wayne, Ind.	St. Augustine's Academy	1846	R. C.	9	15	540	0	600
312	Indianapolis, Ind. (407 N. Illinois street).	Mrs. Price's School.	1869	R. C.	1	28	20	8	50
313	Indianapolis, Ind.	St. John's Academy*	1859	R. C.	17	413	413		160, 000
314	Ladoga, Ind.	Central Indiana Normal School and Business College.	1878	Non-sect.	8	3	611	63 359 219	25, 000
315	Marengo, Ind.	Marengo Academy	0	Non-sect.	1	2	99		2, 000
316	Notre Dame, Ind.	St. Mary's Academy*	1855	R. C.	1	152			2, 000
317	Plainfield, Ind.	Central Academy	1861	Friends	1	3	120	7	1, 000
318	Salem, Ind.	Blue River Academy	1861	Friends	1	41			10, 000
319	Stockwell, Ind.	Stockwell Institute	0	Meth.	2	2	157	4 16 2	20
320	Vincennes, Ind.	Academe Department of Vincennes University.	1866		2	5	90	65 25	25, 000
321	Westfield, Ind.	Union High School.	1879		2	3	266	152 92	6, 000
322	Armstrong, Ind. Ter. (P. O. Cad.)	Armstrong Orphan School*	1884	Presb. Sb.	1	1	50	50	
323	Muskogee, Ind. Ter.	Harrell International Institute.	1881	M. E. So.	1	4	123		15, 000
324	Muskogee, Ind. Ter.	Indian University*	1881	Baptist	2	4	103	103	25, 000
325	Nelson, Ind. Ter. (Choctaw Nation).	Sponcer Academy*	1842	Presb.	2	1	100	100	13, 000
326	Oak Lodge, Ind. Ter. (Choctaw Nation).	New Hope Female Seminary.			4	100	100		10, 000
327	Tablequah, Ind. Ter.	Cherokee Female Seminary*	1850	Non-sect.	0	5	100		100, 000
328	Tablequah, Ind. Ter.	Cherokee National Male Seminary.	1850	Non-sect.	6	154	64	90	125, 000
329	Fishomingo, Ind. Ter.	Chickasaw Male Academy.	1840	Cong.	2	1	60	60	300
330	Vinita, Ind. Ter.	Worcester Academy	1882	Cong.	1	5	143	34 10 24	15
331	Wheelock, Ind. Ter.	Wheelock Seminary	1882	Presb. N.	1	4	60		800
332	Ackworth, Iowa.	Ackworth Institute	1870	M. E.	2	100	160		350
333	Albia, Iowa.	Albia Seminary	1874	M. E.	2	3	166	28 16 20 22	25
334	Anamosa, Iowa.	Jones County Academy	1871	Non-sect.	1	25			10, 000
335	Birmingham, Iowa.	Birmingham Academy	1879	Non-sect.	1	1	50	4 1 10 3	3, 000
336	Bloomfield, Iowa.	Normal and Scientific Institute and Commercial School.	1884	Non-sect.	2	4	74	6 40 18 10	7, 000
337	Earlington, Iowa	First German Evangelical School.	1843	Evangel.	1		90		300

* From Report of the Commissioner of Education for 1884-85.

Table 23.—Statistics of private schools for elementary and secondary instruction for 1885-'86, &c.—Continued.

Location.	Name of school.	Principal.	Date of charter.	Year in which instruction was first opened for instruction.	Religious denomination.	Male instructors.	Female instructors.	Total.	Students.					Number of volumes in library.	Annual charges for tuition.	Value of grounds, buildings and apparatus.
									Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teachers' course.	Number in commercial or business course.	10			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
338 Burlington, Iowa.....	German Evangelical Zion School.	F. G. Klein.....	.....	1864	Evangelical	1	.....	65	.....	.....	.....	.....	.....	.....	.....	.....
339 Cedar Rapids, Iowa....	Coe College.....	Rev. Stephen Phelps, D. D., pres't.	1881	1881	Presb.....	6	5	242	42	.....	.....	.....	.....	37	.....	\$20,000
340 Clayton Centre, Iowa.....	Evangelical Lutheran Parish School.*	Rev. F. W. Seifert.....	1862	.....	Ev. Luth.	1	.....	40	.....	.....	.....	.....	.....	.....	.....	.....
341 Council Bluffs, Iowa....	Western Iowa College.....	W. S. Paulson.....	0	1884	Non-sect.	3	1	185	.....	110	75	0	.....	50	.....	.....
342 Decorah, Iowa.....	Decorah Institute.....	Prof. J. Breckenbridge.....	.....	1874	Cong.....	2	2	476	.....	.....	.....	489	.....	36	.....	4,000
343 Denmark, Iowa.....	Denmark Academy.....	William Symmonds, Ph. D.	1843	1843	Cong.....	2	2	65	24	10	12	1,500	.....	18-27	.....	25,000
344 Des Moines, Iowa.....	St. Mary's Catholic School.....	Rev. C. Johannes.....	.....	1854	R. C.....	1	7	470	.....	.....	.....	1,200	.....	.....	.....	20,000
345 Dubuque, Iowa.....	St. Vincent's Presentation Convent.*	Sister M. Aloysius.....	1881	1880	R. C.....	0	7	150	140	4	.....	50	.....	5	.....	5,000
346 Dubuque, Iowa.....	Visitation Academy*.....	Directress of Visitation Academy.	1880	1871	R. C.....	.....	9	60	.....	.....	.....	150	.....	.....	.....	.....
347 Dubuque, Iowa.....	Young Ladies' School.....	Miss Harriet H. Horr.....	.....	1873	Non-sect.	1	1	25	.....	.....	.....	400	.....	60	.....	.....
348 Elkhorst, Iowa.....	Danish High School.....	Rev. Christian Anker.....	1882	1873	Luth.....	5	5	70	.....	.....	.....	400	.....	144	.....	6,000
349 Epworth, Iowa.....	Epworth Seminary.....	G. S. Ploverbridge.....	1856	1857	M. E.....	5	5	230	54	26	.....	77	.....	18-30	.....	15,000
350 Fort Dodge, Iowa.....	Fort Dodge Collegiate Institute.	F. L. Konyon, A. M.....	1885	1885	Presb.....	3	1	76	45	6	25	.....	.....	30	.....	10,000
351 Grinnell, Iowa.....	Academy of Iowa College*.....	Jesse Macy, A. M.....	1847	1848	Cong.....	2	1	138	78	50	.....	.....	.....	26½	.....	(a)
352 Humboldt, Iowa.....	Humboldt Academy and Commercial College.	W. M. Martin, A. M.....	0	1882	Non-sect.	1	.....	33	2	1	10	20	.....	24	.....	10,000
353 Iowa City, Iowa.....	Iowa City Academy, Business, Normal, and Preparatory School.	G. A. Graves, A. M.....	.....	1872	Non-sect.	8	4	236	.....	.....	.....	200	.....	32	.....	.....
354 Knoxville, Iowa.....	Knoxville Academy.....	W. A. McKee.....	.....	1872	Non-sect.	1	0	59	.....	.....	21	12	.....	20-30	.....	.....
355 Kossuth, Iowa.....	Kossuth Academy.....	O. F. Higbee.....	1856	1845	Presb.....	1	2	110	22	25	.....	0	.....	20	.....	.....
356 Le Grand, Iowa.....	Friends' Academy.....	S. M. Hadley, B. Ph.....	0	1872	Friends..	1	2	51	22	.....	.....	335	.....	21	.....	8,000

357	New Providence, Iowa	New Providence Academy	1878	1868	1	1	100	25	20	75	254	4,000
358	Newton, Iowa	Hazel Dell Academy	.....	1858	2	3	97	14	70	13	23	4,000
359	New Vienna, Iowa	St. Boniface's School	.....	1875	1	3	245	.....	.....	.....	.....	12,000
360	Orange City, Iowa	Northwestern Classical Academy	.....	1882	4	0	40	25	5	6	0	9,000
361	Osgae, Iowa	Cedar Valley Seminary	.....	1869	4	4	150	.....	.....	.....	98	20,000
362	Ottumwa, Iowa	Ottumwa Normal School	.....	0	1872	1	71	.....	71	.....	30	.....
363	Pleasant Plain, Iowa	Pleasant Plain Academy	.....	1875	2	1	50	12	5	20	25	2,500
364	St. Ansgar, Iowa	St. Ansgar High School	.....	0	1881	.....	44	.....	.....	.....	18	4,000
365	Salmon, Iowa	W. Luther College	.....	1867	4	.....	132	.....	.....	1,000	24	4,000
366	Sheldahl, Iowa	Western Normal College and Commercial Institute	.....	1881	14	5	1015	35	134	206	40	50,000
367	Troy, Iowa	Troy Academy and Normal School	.....	0	1852	1	30	.....	.....	.....	20	1,000
368	Vinton, Iowa	Tyford Collegiate Academy	.....	1871	3	2	283	75	21	62	23	25,000
369	Washington, Iowa	Washington Academy	.....	1872	1	2	135	30	.....	.....	26-32	18,000
370	Wilton Junction, Iowa	Norton Normal and Scientific Academy	.....	1880	6	3	440	96	200	144	40	25,000
371	Dunlap, Kans.	Freedman's Academy of Kansas	.....	1863	2	2	53	25	1	6	0	5,000
372	Harlan, Kans.	Gould College	.....	1880	3	2	86	7	45	24	21	3,000
373	Holton, Kans.	Campbell Normal University and Commercial Institute	.....	1882	7	3	459	.....	.....	.....	38	.....
374	Lincoln, Kans.	Kansas Christian College	.....	1884	2	1	43	.....	.....	.....	18-24	.....
375	Landsburg, Kans.	Bethany College and Normal Institute	.....	1882	12	3	212	61	23	67	61	100,000
376	Morrill, Kans.	Morrill Normal College and Business Institute	.....	1882	2	2	190	14	70	56	44	6,000
377	Salina, Kans.	Salina Normal University	.....	1884	5	2	90	30	35	20	5	50,000
378	Wichita, Kans.	Lewis Academy	.....	1884	1	3	78	5	73	.....	100	70,000
379	Augusta, Ky.	Augusta Collegiate Institute	.....	.....	2	2	.....	17	.....	.....	24-48	.....
380	Bardstowm, Ky.	Bardstowm Female Academy	.....	1840	0	5	55	50	.....	.....	200	.....
381	Bardstowm, Ky.	Bardstowm Male and Female Institute	.....	.....	3	4	73	50	10	13	0	15,000
382	Bardstowm, Ky.	Nazarath Literary and Benevolent Institution	.....	1820	0	21	120	129	.....	.....	3,789	154-176
383	Boneville, Ky.	Boneville Normal Academy	.....	1885	2	3	130	30	12	40	2	3,000
384	Bowling Green, Ky.	Southwestern Normal School and Business College	.....	1875	15	.....	900	.....	224	.....	2,000	75,000
385	Buffalo, Ky.	East Lynn College	.....	1880	1	1	75	25	50	.....	0	5,000
386	Carlisle, Ky.	Carlisle High School	.....	1882	1	1	67	40	14	.....	100	6,000
387	Carrollton, Ky.	Garralt Seminary	.....	1800	1	2	56	8	.....	.....	420	7,000
388	Castellington, Ky.	East Kentucky Normal School	.....	1871	0	8	100	20	35	30	10	20,000
389	Cecilian, Ky.	Cecilian College	.....	1867	8	.....	80	.....	.....	.....	1,000	20,000
390	Covington, Ky.	Academy of Notre Dame	.....	1875	7	81	81	.....	.....	.....	10-20	.....
391	Covington, Ky.	English and Classical Day School	.....	0	1885	1	8	36	36	.....	200	.....
392	Crab Orchard, Ky.	Collegiate Institute	.....	1882	1	2	105	.....	.....	.....	30-40	4,000

a Has use of those belonging to Iowa College.

* From Report of the Commissioner of Education for 1884-85.

TABLE 28.—Statistics of private schools for elementary and secondary instruction for 1885-'86, &c.—Continued.

Location.	Name of school.	Principal.	Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Male instructors.	Female instructors.	Total.	Students.						Annual charge for tuition.	Value of grounds, buildings and apparatus.
									Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teachers' course.	Number in commercial or business course.	10	11		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
333 Frankfort, Ky	Dudley Institute*	T. M. Turner	0	1878	Non-sect	2	1	32	25	13				\$173-28		
334 Frankfort, Ky	Greenwood Female Seminary*	Mrs. Mary T. Runyan		1846	Non-sect		3	30						30, 40, 50		
335 Fredonia, Ky	Fredonia Seminary	J. J. Nail	0	1880	Non-sect		2	100	40	3	15	15	0	20-30	\$2,500	
336 Gethsemane, Ky	Preparatory and Select School of the Abbey of Gethsemane.	Rev. Rev. B. M. Penuchet, abbot.	1868	1851	R. C.	2	0	56					500	0	4,500	
337 Ghent, Ky	Ghent College	G. C. Crowe	1837	1868	Non-sect.	1	3	52	25	27			0	0	10,000	
338 Greenville, Ky	Greenville Female College and College for Young Men.	Rev. R. M. Hall, A. M., president.	1848	1849	M. E.	3	4	150					500	30-54	50,000	
339 Harrisburgh, Ky	Harrisburgh Academy.	Ed. Porter Thompson.	1868	1870	Non-sect.	2	1	75	10			7		22-45	6,400	
340 Harrodsburgh, Ky	Classical and English Academy.	Geo. J. Hogsett, A. M.	1884	1881	Non-sect.	3	2	200	50	20		60		30-50	6,000	
341 Hartford, Ky	Hartford College and Business Institute*	Wayland Alexander, president.	1880	1880	Non-sect.	6	4	212		18				40		
342 Henderson, Ky	Henderson High School.	Thomas Posey, A. M.	1871	1871	Non-sect.	2	1	53	45					20	500	
343 Hiseville, Ky	Hiseville Institute.	W. C. Winger	0			1	1	120	5	20		6		30	1,000	
344 Hustonville, Ky	Christian College.	B. F. Blakeman				1		20	20					40	6,000	
345 Jackson, Ky	Jackson Academy*	John Day Diekey	1884	1885	Non-sect.	1	1	110	100	6			500	30	0	
346 La Fayette, Ky	La Fayette High School	S. L. Freeger, A. M	0	1869	Non-sect.	1	3	90	50	25		5	10	10-20	3,000	
347 Lancaster, Ky	Lancaster Male Seminary	J. M. Harrison	1840	0	Non-sect.	2	2	65	30	35			0	25-40	3,000	
348 Leitchfield, Ky	Grayson Seminary	W. P. Arnold	0	1883	Non-sect.	1	2	65	30	35			0	30, 40	3,000	
349 Lexington, Ky	Lexington Normal Institute.	A. Hatch, A. B.	0	1882	Cong.	1	4	156	0	6		6	0	100	5,000	
340 Louisville, Ky	Hampson College	L. D. Hampton, president.	1860	1873	Non-sect.	3	100	200	150	50		0	0	100	20,000	
341 Louisville, Ky	Kentucky Union School	Miss Belle S. Yeers	1882	1865	Non-sect.	1	12	13					5,000	50-100		
342 Louisville, Ky	Male High School	Narciso Kirby			R. C.	9	219	219					80	0		
343 Louisville, Ky	Presentation Academy	Sister Sophia.		1821	R. C.	7	7	95								

414	Louisville, Ky	Sacred Heart Literary and Scientific Society of Passionists.	Very Rev. T. Robert, C. P.	1880	1880	R. C.	3	7	201	17	8	9	3,500	0	75,000
415	Louisville, Ky	State University*	Rev. William J. Simmons, D. D., president.	1865	1870	Baptist	5	1	3	68	68	0	0	1	10,000
416	Maysville, Ky	Maysville Female Institute	Miss Jane E. Parks.	0	1879	Baptist	1	1	5	53	53	0	0	30-60	10,000
417	Maysville, Ky	Hayswood Female Seminary	Rev. J. S. Hays, D. D.	0	1878	Non-sect.	1	2	142	12	2	3	0	35-45	10,000
418	Morton's Gap, Ky	Hillgrove Academy	J. N. Johnson.	0	1885	Christ'n	1	0	36	0	0	0	0	25-70	1,000
419	Nicholasville, Ky	Ethel A. Academy	A. N. Gordon.	1768	1768	Non-sect.	1	2	80	48	20	12	0	60	612,000
420	Olmsstead, Ky	Bowdler Institute	James C. Vick.	1868	1866	Non-sect.	1	2	109	80	40	9	3	10-50	5,000
421	Owenton, Ky	Owenton High School.	Walter S. Smith, M. A.	1846	1846	Non-sect.	2	1	50	40	40	0	0	25-40	3,500
422	Owingsville, Ky	Bath Seminary	J. P. Marshall.	1849	1849	Non-sect.	1	3	30	24	4	2	400	30-50	6,000
423	Paris, Ky	Miss Thorton's Select School.	Miss M. S. Tipton.	1884	1878	M. E. So	1	1	105	48	0	0	0	30-50	3,659
424	Protestonburgh, Ky	Protestonburgh Seminary	G. M. F. Hampton.	0	1883	Presb.	1	7	132	33	6	800	800	20-42	40,000
425	Princeton, Ky	Princeton Collegiate Institute	Rev. H. F. Allen, D. D.	1882	1880	Non-sect.	1	1	84	80	0	0	0	30	4,000
426	Princeton, Ky	Princeton High School	E. Lee Blanton.	1880	1880	Non-sect.	1	1	84	80	0	0	0	30	4,000
427	Richmond, Ky	Madison Female Institute	Charles P. Williamson, A. M., president.	1856	1856	Christian.	3	6	130	0	0	0	0	30-60	25,000
428	Russellville, Ky	Miss Sorcier's School*	Miss Elizabeth Sorcier.	1864	1864	P. E.	1	22	0	0	0	0	0	30-60	8,000
429	Shaysburgh, Ky	Shaysburgh Male and Female Academy	Mrs. Fannie B. Talbot.	1875	1846	Presb.	5	113	0	0	0	0	350	10-20	0
430	Shelbyville, Ky	Shelbyville Male Academy.	Geo. L. Sampson, M. A.	1881	1881	Non-sect.	1	2	40	20	15	0	0	50	1,000
431	Simpsonville, Ky	Preview Male and Female Seminary.	J. E. Nunn	1879	1869	Ept.	1	2	60	0	0	0	0	20-40	2,500
432	Versailles, Ky	Flisagh Seminary.	A. Spencer, A. M.	1868	1868	Presb.	1	30	26	4	0	0	0	50	1,500
433	Versailles, Ky	Rosso Hill Seminary	Mrs. Gillie R. Croushaw.	1882	1878	Non-sect.	1	5	30	0	0	0	400	30-50	10,000
434	Williamsburgh, Ky	Williamsburgh Academy	Warren E. Wheeler.	0	1882	Cong.	1	4	222	73	0	40	0	9	5,200
435	Winchester, Ky	Winchester Male and Female High School.	Rev. Wm. Stewart, D. D.	1877	1872	Non-sect.	2	3	98	11	3	6	0	30-60	10,000
436	Wingo, Ky	Wingo College.	J. C. Neville.	1884	1884	Non-sect.	1	2	34	11	16	0	0	36	3,000
437	Baldwin, La.	Baldwin Seminary*	Rev. Wm. S. Fitch, M. A.	1882	1882	M. E.	1	1	61	54	15	72	10	20-50	20,000
438	Baldwin, La.	Gilbert Seminary	W. D. Godman, D. D.	1875	1875	M. E.	3	3	210	55	5	14	1	500	21,000
439	Baton Rouge, La.	Readville Seminary	Mrs. Mary W. Road.	1859	1849	Non-sect.	1	3	31	30	0	0	500	45	5,000
440	Jackson, La.	Feliciana Female Collegiate Institute.	Miss L. J. Catlett, M. E. L.	1850	1848	Non-sect.	4	80	35	45	0	0	120	30-50	4,000
441	Jackson, La.	Millwood Female Institute*	Miss M. B. McCalmont.	1870	1866	Non-sect.	5	51	0	0	0	0	0	20-4	0
442	Minden, La.	Minden Male Academy	Geo. O. Thatcher.	0	1850	Non-sect.	1	1	65	55	2	8	0	20-50	1,000
443	Met. Lebanon, La.	Mt. Lebanon College	W. M. Reese	1853	1853	Baptist.	4	10	210	70	140	0	0	30, 30, 40	10,000
444	New Orleans, La. (222 Coliseum street).	Carnate Institute	Miss Leonine de Varanno.	1865	1865	Non-sect.	0	6	50	35	0	0	60	6,000	
445	New Orleans, La.	Columbian Institute	Miss H. Fitzgerald.	1870	1870	R. C.	2	8	70	0	0	0	200	27-72	3,000
446	New Orleans, La. (7th district).	Genoa Evangelical Protestant School	H. Havorkamp	1870	1870	Non-sect.	1	71	0	0	0	0	0	10	0
447	New Orleans, La. (7 Prylania street).	Graded Institute for Boys	Amedeus S. Lecho	1885	1883	Non-sect.	7	5	317	230	0	0	37	70	25,000
448	New Orleans, La. (95 Conti street).	Jefferson Academy	H. A. Grantham and Chas. Guyon.	0	1837	Non-sect.	2	32	0	0	0	3	0	20-60	650
449	New Orleans, La. (370 Baronne street).	Peabody Academy for Young Ladies.	Mrs. Lobert M. Lusher	1870	1880	Non-sect.	1	1	15	6	9	0	0	600	0

* From Report of the Commissioner of Education for 1881-'85.

a In collegiate department. b Value of grounds and buildings. c Value of apparatus.

TABLE 28.—Statistics of private schools for elementary and secondary instruction for 1885-'86, &c.—Continued.

Location.	Name of school.	Principal.	Date of charter.	Year in which instruction was first opened for instruction.	Religious denomination.	Male instructors.	Female instructors.	Students.					Number of volumes in library.	Annual charge for tuition.	Value of grounds, buildings, and apparatus.
								Total.	Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teachers' course.	Number in commercial or business course.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
450 New Orleans, La. (Esplanade and Rochoulae streets).	Picard Institute	Madame A. Ricard	0	1880	R. C.	2	16	165	97	68				\$100	\$18,000
451 New Orleans, La. (3d district).	St. Isadore's College	Rev. J. M. Scherer, c. s. c.		1879	R. C.	6		90	78		12	1,500		0100	
452 New Orleans, La. (St. Philip and Calvez streets).	St. Joseph's Academy	Sister Louise Stephano	1868	1866	R. C.		20	180	120	60		750		20-60	
453 New Orleans, La. (corner Poeyfarre and Constance streets).	St. Mary's College*	Brother Matthew	1882	1850	R. C.	11		290	250			1,000		40	20,000
454 New Orleans, La.	Southern Academic and Kindergarten	Mrs. J. E. Scaman	1884	1880	Non-sect.	5	14	140			3			45-100	
455 Thibodaux, La.	Thibodaux College	V. J. Rev. Chas. M. Monard	1859		R. C.	3		60	8	15	25	0		0180	6,000
456 Athens, Mo.	Southern Academy*	A. E. Austin, A. B.	1846	1846	Non-sect.	1	1	82	44	2		0		7	6,000
457 Bethel, Mo.	Good Academy*	Alburt F. Sweitzer	1839	1836	Non-sect.	1	3	78	44	17		450		18-21	5,000
458 Blue Hill, Mo.	Blue Hill Academy	Chauncey C. Lee	1866	1806	Non-sect.	2	1	77				10		10	3,000
459 Breckspott, Mo.	East Maine Conference Academy.	Rev. A. F. Chase, Ph. D.	1850	1851	M. E.	3	4	402	71	35	34	2,800		15-25	40,000
460 Corinthia, Mo.	Corinthia Union Academy	C. W. Hayes	1851	1851		1	1	53				155		9	4,000
461 Cumberland Centre, Mo.	Greedy Institute	Wilson Nevins	1859	1863	Non-sect.	1	1	51	18	8	10	550		12-18	6,000
462 Decatur, Mo.	Westbrook Seminary and Female College.	Rev. Jas. P. Weston, D. D.	1831	1833	Unv. F.	4	3	69				26		26	100,000
463 Gardner, Mo.	Gardner High School	G. A. Stuart				1	2	100	66	16	18	60		21	
464 Kent's Hill, Mo.	Maine Wesleyan Seminary and Female College.	Yov. E. M. Smith, A. M.		1821	M. E.	9	6	310	142	51	10	60		21-30	65,000
465 Limuzton, Mo.	Limington Academy	Wm. G. Lord, M. A.	1848	1851	Cong.	1	1	110	75	20		200		9	3,500

TABLE 28.—Statistics of private schools for elementary and secondary instruction for 1885-'86, &c.—Continued.

Location.	Name of school.	Principal.	Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Male instructors.	Female instructors.	Total.						Number of volumes in library.	Annual charge for tuition.	Value of grounds, buildings, and apparatus.	
								Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teachers' course.	Number in commercial or business course.	9	10				11	12	13	14	15	16
499 Darnestown, Md	Andrew Small Academy	D. L. Rathburn	1867	1872	Non-sect.	1	2	47	47	.....	.....	.....	.....	.....	163	\$24.40	\$18,000
500 Easton, Md	Friends' Select School	Elizabeth Lloyd	.....	1876	Friends	2	2	33	33	.....	.....	.....	.....	.....	20	20.40	2,000
501 Elkton, Md	Elkton Academy	W. M. Poulk	.....	.....	Non-sect.	1	2	70	15	5	10	22	.....	.....	0	26	4,000
502 Elkton City, Md	Papasco Female Institute.	Miss Annie Matchett	1834	1833	Non-sect.	5	4	44	44	.....	.....	.....	.....	.....	.....	6280	.....
503 Embla, Md	Notre Dame of Maryland, Collegiate Institute for Young Ladies.	Directress	1864	1846	R. C	.....	.....	111	111	.....	.....	.....	.....	.....	.....	6256	.....
504 Frederick, Md	Academy of the Visitation	Sisters of the Visitation	.....	.....	R. C	.....	.....	88	88	.....	.....	.....	.....	.....	.....	20.75	10,000
505 Frederick, Md	Frederick College	Thomas A. Gatch, A. M.	1829	1797	Non-sect.	3	0	94	94	.....	.....	.....	.....	.....	2,000	25.60	80,000
506 Hagerstown, Md	Hagerstown Seminary for Young Ladies.	Rev. C. L. Keedy, A. M., M. D.	1852	1853	Lutheran	5	11	135	26	26	.....	.....	.....	.....	1,900	40	.....
507 McDonogh, Md	McDonogh School	William Allen A. M.	.....	0	1873	5	80	80	80	.....	.....	.....	.....	.....	2,500	0	250,000
508 Northeast, Md	Northeast Classical Academy*	Alfred B. McVey	.....	.....	Non-sect.	1	33	32	1	.....	.....	.....	.....	.....	.....	16.32	3,000
509 Poolesville, Md	Brinary Hall*	Mrs. M. E. Porter	.....	1872	Non-sect.	1	20	20	.....	.....	.....	.....	.....	.....	.....	25	10,000
510 Reisterstown, Md	The Hannah More Academy	Rev. Arthur J. Rich, A. M., M. D., rector	1822	1834	P. E.	3	10	75	48	.....	.....	.....	.....	.....	400	6250	15,000
511 St. George, Md	St. George's Hall for Boys	James C. Kinear, A. M.	0	1876	P. E.	3	1	35	25	10	0	.....	.....	.....	500	6230.300	30,000
512 Sandy Spring, Md	Rockland School for Girls	Tenry C. Hallowell, A. M.	0	1878	Non-sect.	2	5	35	35	.....	.....	.....	.....	.....	500	40	14,000
513 Sykesville, Md	Springfield Institute	Parke P. Flourcy	0	1877	P. E.	1	3	55	.....	.....	.....	.....	.....	.....	20	0	7,000
514 Upper Marlborough, Md	Upper Marlborough Academy	George R. Chwear	1836	1836	Non-sect.	0	0	63	22	69	.....	.....	.....	.....	275	0	2,400
515 Amherst, Mass	Home School for Girls	Mrs. W. F. Stearns	.....	1877	Non-sect.	1	6	18	.....	.....	.....	.....	.....	.....	900	6500	10,000
516 Andover, Mass	Punchard Free School	William G. Goldsmith, A. M.	1831	1856	Non-sect.	2	2	72	72	.....	.....	.....	.....	.....	94	0	40,000
517 Ashfield, Mass	Sanderson Academy	Phebe P. Hall	1821	1816	.....	.....	.....	20	.....	.....	.....	.....	.....	.....	0	164	1,500
518 Athol, Mass	Athol High School*	L. McL. Jackson	.....	.....	.....	1	1	58	30	3	.....	.....	.....	.....	80	.....	3,000
519 Auburndale, Mass	Riverside Home and Day School for Girls.	Miss Della T. Smith	.....	1882	Non-sect.	1	7	25	.....	.....	.....	.....	.....	.....	569	100	10,000
520 Bernardstown, Mass.	Tower's Institute	Edw'd L. Underwood, A. E.	.....	1858	Non-sect.	1	1	63	10	1	.....	.....	.....	.....	20	.....	8,500

521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551
Billerica, Mass. (Square)	Boston, Mass. (Chester street)	Boston, Mass. (Berkeley street)	Boston, Mass. (Hotel Glendon, Columbus avenue)	Boston, Mass. (68 Marlborough street)	Boston, Mass. (21 Marlborough street)	Boston, Mass. (13 Newbury street)	Boston, Mass.	Boston, Mass. (Dorchester)	Boston, Mass. (5 Chestnut street)	Boston, Mass.	Boston, Mass. (140 Marlborough street)	Brimfield, Mass.	Cambridge, Mass. (54 Garden street)	Cardence, Mass.	Conway, Mass.	Deerfield, Mass.	Dorchester, Mass.	Duxbury, Mass.	Duxbury, Mass.	Falmouth, Mass.	Franklin, Mass.	Gardner, Mass.	Great Barrington, Mass.	Greenfield, Mass.	Hanover, Mass.	Harvard, Mass.	Hatfield, Mass.	Hingham, Mass.	Jamaica Plain, Mass.	Lawrence, Mass.
Howe School	Academy of the Sacred Heart	Boston Academy of Notre Dame	Boston School of Languages	English and Classical Family and Day School	Home and Day School for Girls	Home and Day School for Young Ladies	Miss Ireland's School	Private School*	St. Margaret's School	School for Girls	Sears's School for Young Ladies	Hitchcock Free High School	Private School for Boys and Girls	Carthage Union Free School	Family School	Deerfield Academy and Dickerson High School	Shawmut School	Nichols Academy	Petrigero Academy	Lawrence Academy and High School	Dean Academy	St. Gardner Seminary	Sodagwick Institute	Prospect Hill School for Young Women	Hanover Academy	Bromfield School	Smith Academy	Dorby Academy	Home and Day School for Young Ladies and Children	Lawrence Private School
Samuel Tucker, A. M.	S. T. Randall	Sister M. de St. Denis, B. N. D.	Jules A. Houbigand, A. M.	Miss M. Louise Putnam	Schma Wesselhoef	Miss Abby H. Johnson	Catherine I. Ireland	Mrs. Florence T. Chickerling	Annie Margaret, s. s. M.	Ellon P. Hubbard	Edmund H. Sears	Arthur A. Upham	Miss K. V. Smith	George T. Sawyer	Mrs. Perry	Starr W. Cutting, A. B.	Miss Ella G. Ives	Emerson G. Clark, A. M.	C. F. Jacobs	S. A. Holton	L. L. Buntington, A. M.	Mrs. A. Archib. Burdige	Rev. H. J. Van Lennep, D. D., and E. J. Van Lennep, A. B.	Rev. James C. Parsons	Frank W. Brett	Solah Howell, A. M.	William Orr, Jr., A. B.	Henry M. Wright, A. B.	Mrs. B. W. Putnam	Mrs. Packard and Harman
1852	1852	1864	1881	1866	1877	1875	1872	1884	1875	1865	1885	1855	1879	1866	1875	1876	1885	1821	1829	1833	1865	1883	1855	1783	1862	1875	1870	1781	1874	1881
1	1	0	8	1	3	4	3	4	2	1	2	2	1	1	3	2	4	2	1	1	5	3	4	3	3	1	2	1	1	3
Non-sect.	R. C.	R. C.	Non-sect.	P. E.		Non-sect.		P. E.		Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Univer.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.
1	19	0	8	1	3	4	3	4	2	1	2	2	1	1	3	2	4	2	1	5	3	4	3	3	7	1	2	1	1	3
22	78	116	65	25	50	45	50	12	35	33	33	100	19	40	8	22	92	24	69	111	8	23	41	36	32	26	61	39	32	43
109	500			500	410	200	250	100	100	600	200-250	1,500	450	3,500	2,000	300	300	300	300	500	500	500	500	250	200	1,000	200	1,000	25,000	3,500
12	139			50-200	250	200	250	50-200	250	250	200-250	0	21	23,000	40-160	24	50	20	18	13	13	8	2	1	1	25	12	21-27	6	75
10,000	70,000			50,000					30,000	500		5,000									200,000	15,000	5,000							

c Value of apparatus.

b For non-residents.

a Includes board.

* From Report of the Commissioner of Education for year 1884-85.

TABLE 23.—Statistics of private schools for elementary and secondary instruction for 1885-'86, &c.—Continued.

Location.	Name of school.	Principal.	Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Male instructors.	Female instructors.	Students.						Number of volumes in library.	Annual charge for tuition.	Value of grounds, buildings, and apparatus.
								Total.	Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teachers' course.	Number in commercial or business course.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
552 Lowell, Mass. (125 Worthington street).	Boarding and Day School*	Katharine A. Hill	0	1868	P. E.	1	3	42	42	.....	.....	.....	300	\$30-50	\$8,000
553 Methuen, Mass.	Barstow School	George F. Spring	1870	1870	Non-sect.	1	1	28	28	.....	.....	.....	50	0	8,000
554 Middleborough, Mass.	Easton School	Amos H. Eaton	0	1854	Non-sect.	1	1	39	39	5	30	.....	40	40	8,000
555 Mt. Vernon, Mass.	Fort Hermon Academy	Henry K. Sawyer, supt.	1881	1881	Non-sect.	4	11	225	.....	0	0	.....	1,500	600	225,000
556 Nantucket, Mass.	Admiral Sir Isaac Coffin's	E. B. Fox	1827	1827	Non-sect.	1	3	75	4	6	6	0	1,000	600	20,000	
557 New Bedford, Mass.	Jamaestonian School.	Andrew Ingraham	1812	1812	Non-sect.	3	4	45	.....	.....	.....	.....	2,500	100-150	13,000
558 Newbury port, Mass.	Friends' Academy	Charles D. Seeley	1838	1838	Non-sect.	2	4	205	.....	.....	.....	.....	1,100	0	25,000
559 New Salem, Mass.	Consolidated High and Primary Schools.*	Paul F. Ella, A. B.	1795	1795	Non-sect.	1	1	29	22	7	.....	.....	150	15-25	15,000
560 Northfield, Mass.	New Salem Academy	Miss Evelyn S. Hall, B. A.	1880	1879	Non-sect.	1	14	273	.....	.....	.....	.....	3,500	6100	200,000
561 Roxbury, Mass.	Notre Dame Academy	Sister Aloyse, S. M. D.	1863	1854	I. C.	10	38	46	.....	.....	.....	.....	1,000	200	.....
562 Roxbury, Mass. (16 Rockland street).	Private School for Young Ladies and Children.	Elizabeth Curtis	.....	1884	.....	.....	6	36	.....	.....	.....	.....	.....	150	.....
563 Sherborn, Mass.	Savin Academy and Dowse High School.	Horace W. Rice	1871	1874	.....	1	1	52	.....	4	3	.....	50	18	40,000
564 South Lancaster, Mass.	South Lancaster Academy	Charles C. Ramsay, A. M.	1883	1882	7th Day Adv'ts	2	7	117	105	.....	12	.....	150	25	60,000
565 Springfield, Mass.	Springfield High School.	W. W. Colburn	.....	.....	Non-sect.	3	8	359	50	269	0	40	.....	0	120,000
566 Springfield, Mass. (141 High street).	The Elias Family and Day School for Girls.	Misses Champney and Porter	.....	1866	Christ'n.	3	5	60	25	10	.....	.....	1,000	100	35,000
567 Waltham, Mass.	Waltham New Church School.	Benjamin Worcester	0	1860	New C'h.	1	1	71	.....	12	.....	.....	300	60-100	50,000
568 Westford, Mass.	Westford Academy	William E. Frost, A. M.	1793	1792	Non-sect.	1	1	56	15	10	0	0	200	18	6,000	
569 Willsamtown, Mass.	Wesleyan Academy	Rev. G. M. Steele, LL. D.	1824	1825	M. E.	8	5	313	60	75	25	.....	5,000	21-75	150,000
570 Williamstown, Mass.	Glen Seminary	Misses Snyder	.....	1876	.....	.....	2	20	6	5	.....	.....	.....	50	1,800
571 Worcester, Mass.	Highland Military Academy.	C. B. Motcaif, A. M., supt.	.....	1856	Non-sect.	5	.....	64	.....	.....	.....	.....	1,000	600	50,000
572 Worcester, Mass.	Miss Williams' School*	Miss Ava Williams	0	1873	Non-sect.	2	5	25	25	.....	.....	.....	1,000	125	.....

TABLE 28.—Statistics of private schools for elementary and secondary instruction for 1885-'86, &c.—Continued.

Location.	Name of school.	Principal.	Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Male instructors.	Female instructors.	Students.					Number of volumes in library.	Annual charge for tuition.	Value of grounds, buildings, and apparatus.
								Total.	Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teachers' course.	Number in commercial or business course.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
611	Holly Springs, Miss.					2	2	120							
612	Holly Springs Normal Institute.	A. D. Chesler.	1884	1882	Non-sect.	1	1	62	17					\$30-50	\$8,000
613	Homesville, Miss.	Miss Elizabeth D. Watson. J. Walter Featherston, president.	1885	1884	Non-sect.	2	4	130	80	27	5	1			2,000
614	Jackson, Miss.	G. S. Roundbush, A. M.	1883	1883	Non-sect.	4	3	139	75	40	0	13	1,000	30-60	8,000
615	Kossuth, Miss.	Elgin's School.		1873	Non-sect.	1	3	108	108					20-40	1,000
616	Meridian, Miss.	Merridan Academy* J. H. Brooks.		1875	M. E.	1	2	143	143				50	8	1,000
617	Molton, Miss.	Cool Springs Academy* D. A. Hill.		1882	Presb.	1	1	90	4				12	15-40	400
618	Oakland, Miss.	Oakland College. George E. Critz, A. M.	1846	1872	Non-sect.	1	1	136	6	16			100	100	3,000
619	Okolona, Miss.	Okolona Female College. J. A. Kimbrough, president.	1855	1846	Baptist	1	5	136	6				35	4,000	
620	Oxford, Miss.	Warren Female Institute. Mrs. C. A. Lancaster.	1881	1866	Baptist	1	3	55	35	20				30-50	8,000
621	Russelcher, Miss.	Van Rensselaer Academy W. V. Burke.	1853	1853	Presb.	1	1	23					200	30	7,000
622	Epitay, Miss.	Ripley Male and Female College. J. B. Williams, president.	1883	1856	Non-sect.	1	3	130	120	10			600	20-40	6,000
623	Sylva, Miss.	East Mississippi College. John M. Davis.	1886	1867	Non-sect.	3	1	122	14	37	25	46	500	20	4,000
624	Union, Miss.	Greenwood Normal Institute. M. A. Westbrook, A. M., president.	1831	1873	Non-sect.	3	1	110	5	1	15		400	15-40	2,500
625	Vaidon, Miss.	Vaidon Male and Female Institute. Addison W. Lynch.	0	1864	Non-sect.	1	1	101	101				0	20-40	7,000
626	Verona, Miss.	P. A. Scott.	1870	1870	Meth.	3	3	142		142	0	0		20-40	12,000
627	Washington, Miss.	Jefferson College. Joseph S. Raymond.	1802	1811	Non-sect.	3	0	53	16	10			2,000	30	2,000
628	Winona, Miss.	Winona Female College. Milton E. Bacon, president.	1880	1880	Baptist	1	4	125	125				200	3	4,000
629	Ashley, Mo.	Watson Academy. T. Peyton Watson, A. B.	1847	1855	Non-sect.	2	2	73	35	12				20-40	4,000
630	Aurora Springs, Mo.	Miller County Academy* H. L. Moles, president.	0	1884	Baptist	2	2	80	80				1,000	25	4,000
631	Avalon, Mo.	Avalon College. Rev. G. P. Macklin, A. M., president.	1831	1881	U. B. in Christ.	7	1	139	19	18	23	42		26	4,000

TABLE 28.—Statistics of private schools for elementary and secondary instruction for 1885-'86, &c.—Continued.

Location.	Name of school.	Princ. pal.	Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Male instructors.	Female instructors.	Total.	Students.					Annual charge for tuition.	Value of grounds, buildings, and apparatus.
									Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teachers' course.	Number in commercial or business course.	Number of volumes in library.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
673 Piedmont, Mo.	Hale's College*	T. M. Grisham, president.	1880	1880	Non-sect.	2	1	67	60				50	\$22	\$3,000
674 Pilot Grove, Mo.	Pilot Grove Collegiate Institute.	Chas Rogers Foster, A. M., president.	1879	1878		2	4	106					550	20-40	10,000
675 Platte City, Mo.	Daughters' College.	F. G. Gaylord		1857	Non-sect.	3	3	110	110				1,000	35	10,000
676 Plattsburgh, Mo.	Plattsburgh College.	J. W. Ellis, A. M., president.	1881	1880	Non-sect.	3	3	138	80	58	0	0	300	42	10,000
677 Pleasant Hill, Mo.	Branmox Collegiate Institute.	J. P. Brannock, A. M., president.	0	1834	Non-sect.	2	3	80	72	6				40	20,000
678 Pleasant Hope, Mo.	Pleasant Hope Institute.	A. F. Shriner		1885		2	2	94	70	14			223		2,500
679 Kossolter, Mo.	Van Rensselaer Academy.	W. W. Parks		1853	Presb.	1	2	42	24	10			100	24	10,000
680 Rich Hill, Mo.	Rich Hill Female Seminary.	Mrs. R. A. Allen		1884	Non-sect.	3	3	65	17				0	30	0
681 St. Joseph, Mo.	Academy of the Sacred Heart.	Louisa DuMont		1820	R. C.		19	100					15		
682 St. Joseph, Mo.	Young Ladies Institute.	Rev. Charles Martin, M. D.		1869	Non-sect.	4	6	95	65				6		25,000
683 St. Louis, Mo. (Meramee street).	Academy of the Sacred Heart.	Madame M. O'Neara		1846	R. C.	5	21	115	27	88			5,000	250	200,000
684 St. Louis, Mo.	Educational Institute.	John Tornfeldt		0	Non-sect.	14	0	271	241	30			320	40-100	30,000
685 St. Louis, Mo. (cor. 16th and Pine streets).	Foster Academy.	Ben. E. Foster, A. M.		1878		7		50	40				400	50-100	
686 St. Louis, Mo.	Lutheran High School.	A. C. Bangdonf		1867	Ev. Luth.	2		65	65					40	
687 St. Louis, Mo. (2029 Park avenue).	School of the Good Shepherd.	Sister Catherine		1873	P. E.	2	12	75							
688 Salem, Mo.	Salem High School.	H. C. Long		1872		2		70	70				500	30	10,000
689 Suedalia, Mo.	Mrs. Miller's Seminary.	Mrs. E. T. Miller		1883	Ch. Presb.	2	3	38	30	8			200	40	10,000
690 Shelby, Mo.	Shelby Collegiate Institute.	A. Wood Terrill, president.		1876	Non-sect.	3	2	139	111	28			507	40	15,000
691 Shelbyville, Mo.	Shelbyville High School.	Lee D. Kennerly		0	Non-sect.	1	3	210	210				0	20	800
692 Spring Garden, Mo.	Miller County Institute.	H. M. Sutton		0	Non-sect.	2	3	65	22	7	31	5	24	24	2,000
693 Stanberry, Mo.	Northwestern Normal School and Business Institute.	Allen Moore		1879	Non-sect.	4	4	40	40				500	20	
694 Strother, Mo.	Strother High School.	W. W. Griffith		1881		1	1	33	33				25	25	3,500

695	Tarkio, Mo.	S. C. Marshall	1885	1884	U. P.	3	2	65	210	30	35,600
696	Washington, Mo.	Rev. A. G. Grimm	1862	1862	Ev. Luth Christian	1	3	74	480	40	12,000
697	Waubesa, Mo.	John Whitaker	1869	1873	Christian	1	3	113	200	40	3,000
698	Beattie, Neb.	Henry W. Blake	1881	1881	Disciples	1	1	104	350	30	2,600
699	Fairfield, Neb.	C. W. Henry, A. M.	1884	1884	Disciples	4	3	134	187	294	12,000
700	Franklin, Neb.	C. H. Dye, A. M.	1881	1881	Cong	3	3	126	600	18-24	15,000
701	Hastings, Neb.	W. F. Klinghandt, M. A., pros. ident.	1882	1882	Presb.	7	3	115	1,290	23	123,000
702	Neligh, Neb.	Rev. M. L. Holt, A. M.	1881	1881	Cong	4	2	25	3,000	16	12,000
703	Oakdale, Neb.	Rev. Harvey Wilson	1881	1882	Presb.	1	0	23	0	15	2,000
704	Ousha, Neb.	Madame Druine	1886	1881	R. C.	0	15	90	1,000	300	750,000
705	Omaha, Neb.	Robert Doherty	1867	1863	P. E.	12	104	104	2,000	.....	3,000
706	Santee Agency, Neb.	Alfred L. Riggs	0	1870	Cong	9	16	136	41	.....	2,300
707	Silver Ridge, Neb.	Rev. Walter H. Clark, A. M.	0	1878	Presb.	1	1	18	200	20	14,000
708	Wahoo, Neb.	Rev. M. Noyd	1883	1883	Luth.	4	1	65	0	25	25,000
709	Reno, Neb.	Mother Mary Dolores	0	7	R. C.	0	7	70	200	25	15,000
710	Andover, N. H.	Horbert B. Dow, A. M.	1880	1881	Unita- rian.	2	3	83	500	18-24	15,000
711	Atkinson, N. H.	Freeman B. Rice	1791	1789	Non-sect.	1	.....	50	0	24	6,000
712	Candia Village, N. H.	L. C. Nolley	0	1878	F. W. B.	1	3	70	0	20	5,000
713	Centre Sandwich, N. H.	Mrs. Abbie E. B. Beede	0	1839	Non-sect.	1	.....	70	.....	.....	.....
714	Claremont, N. H.	Lemuel S. Hastings	1846	1868	Non-sect.	1	3	105	300	a21	25,000
715	Colebrook, N. H.	E. A. Kimball	1846	1848	Non-sect.	1	2	110	350	10	4,000
716	Deering Centre, N. H.	Edmund R. Angell, A. M.	1814	1815	Cong	1	1	81	500	18	5,000
717	Derry, N. H.	G. W. Fingham	1814	1815	Non-sect.	2	2	81	300	18	.....
718	East Daffery, N. H.	C. L. R. Trustee	1870	1870	Non-sect.	1	1	25	.....	.....	.....
719	Fipping, N. H.	J. B. Alcott	1883	1883	Non-sect.	1	3	73	400	12-18	5,000
720	Francestown, N. H.	Charles Sewell Parson, A. B.	1819	1890	Cong.	1	1	57	274	18	36,100
721	Franklin Falls, N. H.	W. A. Robinson, A. M.	1874	1874	Cong	1	1	56	800	15-18	15,000
722	Ghamton, N. H.	S. W. Robinson, A. B.	1794	1787	Cong	1	1	56	.....	.....	.....
723	Hampton, N. H.	Jack Samborn	.....	.....	Non-sect.	1	1	63	.....	.....	.....
724	Haverhill, N. H.	D. Otis Bean	1793	1794	Non-sect.	1	3	86	150	164-224	2,500
725	Kingston, N. H.	H. A. Hubbard	1853	1853	Non-sect.	1	4	24	4,000	12-18	1,000
726	New Hampton, N. H.	Rev. A. E. Moservey, Ph.D.	1853	1853	F. W. B.	6	.....	87	.....	22-30	30,000
727	North Conway, N. H.	Mrs. S. G. Norcross	1866	1866	Cong	1	1	41	438	15-15	400
728	Northwood Centre, N. H.	William P. Kelly	1866	1866	Cong	1	1	23	500	15	5,000
729	Northwood Ridge, N. H.	J. H. Hitchins, A. M.	1868	1867	F. W. B.	2	4	55	.....	18	5,000
730	Oxford, N. H.	B. M. Welch, A. M.	1868	1852	F. W. B.	1	4	74	.....	18-30	.....
731	Pembroke, N. H.	Isaac Walker, A. M.	1818	1819	Cong	1	2	95	600	17-21	5,000
732	Portsmouth, N. H.	Lewis E. Smith	.....	1873	.....	4	.....	50	.....	.....	.....
733	Raymond, N. H.	John T. Bartlett	0	1867	Non-sect.	2	1	67	0	12	.....

α For non-residents.

* From Report of Commissioner of Education for year 1884-85.

TABLE 28.—Statistics of private schools for elementary and secondary instruction for 1885-'86, &c.—Continued.

Location.	Name of school.	Principal.	Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Male instructors.	Female instructors.	Students.						Number of volumes in library.	Annual charge for tuition.	Value of grounds, buildings, and apparatus.
								Total.	Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teachers' course.	Number in commercial or business course.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
734	Reed's Ferry, N. H.	McGraw Normal Institute*	1849	1849	Non-sect.	1	2	43	38	.....	.....	.....	502	\$17-23½	\$7,000
735	Seabrook, N. H.	Dearborn Seminary	1853	1853	Cong.	1	1	30	29	.....	1	.....	.....	.....	5,000
736	South Hampton, N. H.	Barnard Academy	1834	1842	Bapt.	1	1	24	24	.....	.....	.....	.....	.....	.....
737	Straford, N. H.	Austin Academy	1834	1834	Non-sect.	1	1	55	41	14	.....	.....	.....	12	.....
738	Tilton, N. H.	New Hampshire Conference Seminary and Female College*	1852	1845	M. E.	5	3	110	55	30	.....	.....	500	20	30,000
739	Warner, N. H.	Shimonds Free High School	1871	1871	Non-sect.	1	2	62	20	2	0	40	500	20-50	20,000	
740	Washington, N. H.	Tubbs' Union Academy	1848	1848	.....	.....	.....	24	20	4	.....	.....	.....	15	.....
741	Ancora, N. J.	Home School*	.....	1880	Spiritualist.	1	1	.....	.....	.....	.....	.....	300	.....	1,500
742	Beverly, N. J.	Trinity Hall*	.....	1867	P. E.	2	3	20	.....	12	.....	.....	1,100	€300-500	15,000
743	Bloomfield, N. J.	Academic Department of the German Theological School of Newark, N. J.	1871	1869	Presb.	4	.....	19	19	.....	.....	.....	3,600	0	17,500
744	Berlinton, N. J.	Adephic Institute	.....	1866	.....	.....	.....	14	.....	.....	.....	.....	.....	40-100	.....
745	Bordentown, N. J.	St. Joseph's Academy	0	1881	Non-sect.	4	1	42	.....	.....	.....	.....	.....	.....	.....
746	Bridgeton, N. J.	Ivy Hall Seminary	.....	1861	Non-sect.	3	5	60	63	3	.....	.....	1,000	50	11,000
747	Bridgeton, N. J.	South Jersey Institute*	1898	1870	Baptist	5	5	153	153	.....	.....	.....	1,500	40-50	75,000
748	Bridgeton, N. J.	West-Jersey Academy	1851	1852	Presb.	9	0	77	38	17	0	22	500	30-50	50,000	
749	Cinnaminson, N. J.	Westfield Friends' School	1801	1800	Friends	2	35	.....	.....	.....	.....	.....	.....	20-40	2,300
750	Columbus, N. J.	Columbus Seminary	1869	1869	Non-sect.	2	1	50	25	15	20	.....	.....	60	10,000
751	Cranbury, N. J.	Brainerd Institute	1865	1865	Non-sect.	2	1	42	26	4	2	10	750	€250	13,000	
752	Elizabeth, N. J. (315-323 Jefferson avenue).	Jefferson Park Academy	1873	1872	Non-sect.	2	3	93	.....	.....	.....	.....	650	40-120	10,000
753	Fort Lee, N. J.	Institute of the Holy Angels	0	1873	R. C.	.....	4	30	20	10	.....	.....	500	€300	20,000

No.	Name	Address	Year	Presb.	5	1	75	50	25	1,500	350	50,000
754	Freehold, N. J.	Freehold Institute	0	1844	Presb.	0	1844	0	0	0	0	0
755	Hoboken, N. J.	Hoboken Academy	1860	1861	Non-sect.	12	5	451	0	0	22-80	25,000
756	Hoboken, N. J. (552 Bloomfield street).	Young Ladies' Institute	1860	1863	Non-sect.	1	9	123	0	7,000	24-50	0
757	Hopewell, N. J.	Hopewell Seminary*	0	1856	Non-sect.	2	4	40	40	250	15-50	15,000
758	Jamesburgh, N. J.	Jamesburgh Institute	0	1873	Non-sect.	3	4	35	19	0	2	6,000
759	Jersey City, N. J. (109 Grand street).	Haabrouck Institute	1855	1855	Non-sect.	10	5	260	150	60	100	0
760	Jersey City, N. J. (First street).	St. Dominic's Boarding Acad.	1832	1872	R. C.	0	8	172	50	122	20	0
761	Jersey City, N. J.	St. Peter's College*	1878	1878	R. C.	12	1	127	0	0	61	0
762	Kepton, N. J.	Kepton Academy	1857	1857	Non-sect.	3	1	75	51	8	16	5,000
763	Matawan, N. J.	Glenwood Collegiate Institute	0	1855	Non-sect.	3	4	93	40	6	12	16,000
764	Moorestown, N. J.	Moorestown Academy*	1860	1860	Non-sect.	4	4	95	93	0	0	0
765	Moorestown, N. J.	Moorestown Seminary	1860	1860	Non-sect.	4	12	114	0	0	460	0
766	Moorestown, N. J.	St. Hilda's School*	1879	1879	Non-sect.	3	2	63	0	0	40-80	10,000
767	Mt. Holly, N. J.	Mt. Holly Academy	0	1880	Non-sect.	3	6	50	44	6	125	0
768	Newark, N. J. (27 Hill street).	English and French Day School	0	1880	Non-sect.	3	6	50	44	6	400	0
769	Newark, N. J. (63 Walnut street).	School for Young Ladies and Children	0	1875	Non-sect.	1	2	39	0	0	50-80	0
770	New Brunswick, N. J. (60 Bayard street).	Misses Anable's Seminary	0	1883	Non-sect.	4	8	51	0	0	50-100	20,000
771	Newtown, N. J.	Newtown Collegiate Institute*	1852	1848	Non-sect.	3	4	96	96	0	20-70	12,000
772	Ocean Grove, N. J.	Park Heights Seminary*	0	1882	Non-sect.	5	5	35	35	0	0	12,000
773	Orange, N. J. (Main street).	Dearborn-Morgan School	0	1876	Non-sect.	3	14	227	210	17	48-180	30,000
774	Paterson, N. J. (corner Van Housdon and Auburn streets).	Paterson Seminary	0	1864	Non-sect.	2	2	50	30	8	12	10,000
775	Perth Amboy, N. J.	Home School for Girls	1873	1873	P. E.	1	5	38	0	0	40-80	0
776	Plainfield, N. J.	Mrs. Dingee's School	1876	1876	P. E.	3	3	22	20	2	28	0
777	Plainfield, N. J.	North Plainfield Seminary	1876	1876	Non-sect.	1	4	30	25	3	60	100-100
778	Plainfield, N. J. (Seventh street).	Northfield Seminary for Young Ladies	0	1855	Non-sect.	2	8	68	0	0	1,000	30-100
779	Ringoes, N. J.	Academy of Science and Art	0	1876	Non-sect.	1	3	20	1	0	20	0
780	Salem, N. J.	Friends' Select Graded School	1858	1858	Friends	1	3	57	31	0	0	8,000
781	Somerville, N. J.	Somerville Seminary*	1884	1884	Non-sect.	1	5	68	0	0	9-16	0
782	South Orange, N. J.	South Orange Academy*	1872	1873	Non-sect.	5	5	51	51	0	32-100	75,000
783	Summit, N. J.	Summit Academy	1882	1882	Non-sect.	2	3	24	2	22	100-150	0
784	Woodbury, N. J.	Deptford School	1873	1873	Friends	2	3	64	2	0	45	10,000
785	Woodstown, N. J.	Woodstock Academy*	1879	1879	Friends	1	3	96	96	0	600	22
786	Albuerquerque, N. Mex.	Albuerquerque Academy	1879	1879	Non-sect.	2	2	161	161	0	85	134-27
787	Las Vegas, N. Mex.	Las Vegas Academy	1880	1880	Cong.	2	3	81	14	69	100	13,000
788	Las Vegas, N. Mex.	Las Vegas College	1877	1877	R. C.	12	2	215	75	140	30	30,000
789	Las Vegas, N. Mex.	Las Vegas Female Seminary	1875	1875	M. E. So.	1	2	60	23	37	175	124-40
790	Mora, N. Mex.	St. Mary's College	1864	1864	M. E. So.	3	1	152	4	2	98	12

^bPrivate library.

^aIncludes board.

*From Report of Commissioner of Education for year 1884-85.

811	Brooklyn, N. Y. (153 Schermerhorn street)	1865	Non-sect.	1	8	104	40-100
812	Brooklyn, N. Y. (119 Sixth av.)	1872	Non-sect.	2	6	65	40-100
813	Brooklyn, N. Y. (154 Montague street)	1876	Non-sect.	2	8	90	64-150
814	Brooklyn, N. Y. (Schermerhorn street, near Boerum)	1893	Friends	6			40-60
815	Brooklyn, N. Y.	1870		2	2	80	23-109
816	Brooklyn, N. Y. (110 Prospect Place)	1883	Non-sect.	3	3	35	60-140
817	Buffalo, N. Y.	1863		1	2	21	200
818	Buffalo, N. Y.	0	R. C.	1	11	941	0
819	Buffalo, N. Y.	0	P. E.	2	3	48	
820	Buffalo, N. Y. (254 Franklin street)	1885	Non-sect.	0	4	95	40-150
821	Buffalo, N. Y.	0	R. C.	10	7	169	25
822	Buffalo, N. Y.	1861	R. C.	1	0	225	20
823	Buffalo, N. Y.	1795	R. C.	4	2	101	40
824	Canandaigua, N. Y.	0	P. E.	3	1	20	75
825	Canandaigua, N. Y. (Fort Hill)	0	Orthodox Cong.	2	7	40	50
826	Canandaigua, N. Y.	0	Non-sect.	1	5	240	5-7
827	Caudor, N. Y.	1868	Non-sect.	1	5	180	24
828	Canisteo, N. Y.	1870	Non-sect.	1	5	180	30-125
829	Carmel, N. Y.	1866	Orthodox Cong.	3	4	63	
830	Carthage, N. Y.	1866	Non-sect.	1	8	40	21
831	Cincinnati, N. Y.	1857	Non-sect.	1	3	90	5-8
832	Clarence, N. Y.	1860	Non-sect.	1	2	150	615-21
833	Clifton Springs, N. Y.	1868	Non-sect.	1	4	25	0
834	Clinton, N. Y.	1815	Presb.	3	3	109	e250
835	Clinton, N. Y.	0	Non-sect.	1	5	50	334
836	Clinton, N. Y.	1861	Presb.	3	6	104	20-28
837	College Point, N. Y.	1868	Non-sect.	3	3	123	e900
838	Cooperstown, N. Y.	1868	Non-sect.	2	10	325	60,000
839	Cornwall-on-the-Hudson, N. Y.	1866	P. E.	4	1	30	30,000
840	Cornwall-on-the-Hudson, N. Y.	1884	P. E.	4	1	30	600-900
841	Croton Landing, N. Y.	1880	P. E.	5	3	40	6
842	Delhi, N. Y.	1819	Non-sect.	3	4	197	26

*From Report of the Commissioner of Education for year 1884-85. c Includes board.

b For non-residents.

a Private library.

TABLE 25.—Statistics of private schools for elementary and secondary instruction for 1885-'86, &c.—Continued.

Location.	Name of school.	Principal.	Date of charter.	Year in which instruction was first opened for instruction.	Religious denomination.	Male instructors.	Female instructors.	Students.					Number of volumes in library.	Annual charge for tuition.	Value of grounds, buildings, and apparatus.
								Total.	Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teacher's course.	Number in commercial or business course.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
843	Dobb's Ferry, N. Y.	The Misses Masters.	.....	1877	.....	2	10	75	75	.....	.....	.....	700	\$600	\$100,000
844	Dover Plains, N. Y.	Boarding and Day School for Young Ladies	.....	1881	Non-sect.	1	1	49	35	4	4	6	.....	.....	2,500
845	Dundee, N. Y.	Dundee Preparatory School.	.....	1882	Non-sect.	1	3	150	60	10	20	8	300	18-30	7,000
846	Easton, N. Y.	Marshall Seminary.	.....	1851	Non-sect.	1	3	60	58	4	.....	.....	200	30	15,000
847	Eddytown, N. Y.	Starky Seminary.	.....	1843	Christian	6	5	189	25	19	23	18	840	194-30	19,949
848	Elbridge, N. Y.	Sturco Collegiate Institute.	.....	1839	Non-sect.	2	2	110	60	15	20	0	900	18	223,000
849	Elmira, N. Y. (213 W. First street).	St. Ursula School.	.....	1881	Non-sect.	4	4	56	20	36	.....	.....	500	60	.....
850	Fairfield, N. Y.	Fairfield Seminary.	.....	1863	Non-sect.	5	4	205	90	30	50	35	2,900	36	27,000
851	Fishkill-on-the-Hudson, N. Y.	Mt. Beacon Seminary.	.....	1885	Non-sect.	3	2	73	30	12	.....	12	.....	60	20,000
852	Flatbush, N. Y.	Erasmus Hall Academy.	.....	1787	Non-sect.	4	7	75	38	19	.....	.....	2,000	24-100	20,000
853	Florida, N. Y.	S. S. Seward Institute.	.....	1816	Non-sect.	3	3	14	9	3	0	0	450	25-32	.....
854	Flushing, N. Y.	Flushing Institute.	.....	1828	R. C.	7	8	81	81	.....	.....	.....	1,339	350	.....
855	Flushing, N. Y.	St. Joseph's Academy.	.....	.....	R. C.	.....	.....	130	.....	.....	.....	.....	609	6850	.....
856	Franklin, N. Y.	Delaware Literary Institute.	.....	1825	Non-sect.	4	3	191	120	71	.....	.....	2,000	27-42	26,000
857	Franklinville, N. Y.	Ten-Broeck Free Academy.	.....	1863	Non-sect.	2	2	194	30	8	20	136	700	104	24,600
858	Garden City, N. Y.	St. Mary's (Cathedral) School.	.....	1877	P. E.	4	4	43	43	.....	.....	.....	300	40-80	.....
859	Garden City, N. Y.	St. Paul's (Cathedral) School.	.....	1877	P. E.	15	.....	125	50	50	.....	26	2,000	6400	860,000
860	Gilbertsville, N. Y.	Gilbertsville Academy and Collegiate Institute.	.....	1840	Non-sect.	1	2	86	41	7	.....	.....	522	223	6,258
861	Goshen, N. Y.	Miss Hogarth's School for Girls.	.....	1880	P. E.	.....	6	50	.....	.....	.....	.....	6800	.....	7,000

862	Gouverneur, N. Y.	1826	1829	2	2	204	184	18	2	640	24	32, 239
863	Gouverneur Wesleyan Seminary.	M. E. Sackett, A. M.	1816	Non-sect.	2	1	120	115	3	1,600	48	14,000
864	Greenville Academy*.	Rev. W. F. Albrecht.	1816	Luth.	5	3	87	.....	.....	4,000	29	.....
865	Hartwick Seminary.	Rev. James Fitcher, A. M.	1816	.....	.....	.....	.....	.....	.....	.....	.....	.....
866	Mountain Institute.	Lavalette Wilson, A. M.	0	Non-sect.	1	1	35	.....	.....	270	25	4,500
867	School for Young Ladies.	Sarah R. Skinner.	1867	.....	0	2	20	20	7	100	30	7,000
868	Franklinville Academy.	Joseph M. Belford.	.....	Non-sect.	3	3	40	29	4	300	48	30,600
869	Lansburgh Academy.	Charles T. R. Smith, A. M.	1797	Non-sect.	3	3	104	31	14	512	32	9,428
870	Lawnacreville Academy.	C. B. Cunningham, A. M.	1861	.....	3	3	135	6	2	309	25	5,000
871	Le Roy Academic Institute.	Frank M. Comstock, A. M., G. E.	1863	.....	1	4	217	207	10	1,068	9-18	28,112
872	Lisle, N. Y.	Wm. J. Squire.	1868	.....	1	4	149	90	14	500	15	8,000
873	Macedon Centre, N. Y.	Louis H. Clark.	1842	Non-sect.	1	2	106	95	5	200	18 ¹	6,083
874	Mechanicville Academy.	Mrs. S. E. King Ames.	1826	Baptist.	3	2	134	92	.....	500	15-24	6,590
875	Mexico, N. Y.	Henry R. Archer, A. M.	1826	.....	2	3	145	75	27	500	25	20,000
876	Morris, N. Y.	Edward J. Owen, A. M.	1873	Presb.	1	7	150	123	10	1,400	25-30	10,000
877	Mt. Vernon, N. Y. (First Avenue).	Miss L. H. Lockwood.	1834	Non-sect.	2	1	159	80	13	268	12	8,256
878	Nanuet, N. Y.	Martha A. Wight.	0	.....	9	57	.....	.....	.....	.....	70-100	15,000
879	Nassau, N. Y.	Rev. Leander Hall, A. M.	1807	Non-sect.	3	33	27	.....	.....	674	35-50	6,000
880	New Brighton, N. Y.	Geo. W. Cook, Ph.D.	1881	Non-sect.	1	4	127	.....	.....	72	18-30	6,000
881	Newburgh, N. Y.	Sister M. Hildegarde.	1883	R. C.	2	5	50	.....	.....	1,000	150	40,000
882	New York, N. Y. (343 W. 43d st.).	Sister M. Helena.	1858	R. C.	1	13	206	206	3	200	30	28,060
883	New York, N. Y. (131 W. 42d st.).	Dr. A. Callison.	1868	P. E.	6	70	.....	.....	4	66	200	45,000
884	New York, N. Y. (1203 9th avenue).	Rosa H. Charlier.	1882	Non-sect.	2	5	34	6	.....	.....	50-290	.....
885	New York, N. Y. (43 W. 39th st.).	J. H. Morse, A. M.	1868	Non-sect.	5	2	60	.....	.....	.....	150-200	.....
886	New York, N. Y. (1961 Madison ave.).	Misses Barnes and North.	1883	Non-sect.	7	58	42	10	.....	850	65-200	d1,500
887	New York, N. Y. (721 Madison ave.).	Rev. Henry B. Chapin, A. M., Ph.D.	1820	Non-sect.	8	2	90	50	.....	.....	75-250	.....
888	New York, N. Y. (32 W. 40th st.).	Lydia Day.	1863	.....	5	13	101	85	16	600	100-250	60,000
889	New York, N. Y. (6 E. 45th st.).	Samuel Breatley, Jr. A. B.	.....	.....	1	.....	.....	.....	.....	.....	250-350	.....
890	New York, N. Y.	Brother Alphons.	1857	R. C.	15	0	240	75	63	700	50	100,000
891	New York, N. Y. (143 Madison ave.).	M. J. Roberts and Miss Walker.	.....	.....	100	.....	.....	.....	.....	.....	100-200	.....
892	New York, N. Y. (34 W. 40th st.).	Draue S. Everson.	0	Non sect.	11	2	125	.....	.....	.....	175	.....
893	New York, N. Y. (20 W. 63d st.).	E. A. Gibbons and D. Beach, Jr.	0	Non-sect.	7	80	.....	.....	.....	.....	100-300	50,000

* From Report of the Commissioner of Education for 1884-85. a Includes library books. b Includes board. c Private library. d Value of apparatus.

TABLE 28.—Statistics of private schools for elementary and secondary instruction for 1885-'86, &c.—Continued.

Location.	Name of school.	Principal.	Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Male instructors.	Female instructors.	Students.					Annual charge for tuition.	Value of grounds, buildings, and apparatus.	
								Total.	Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teachers' course.	Number in commercial or business course.			Number of volumes in library.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
894 New York, N. Y. (140-142 E. 4th st.).	Freie Deutsche Schule*	Otto Kempner	1859	1857	Non-sect.	2	4	200	0	0	0	0	400	.....	\$26,000
895 New York, N. Y. (corner Rutherford Place and E. 16th st.).	Friends' Seminary*	John M. Child, A. M.	1861	1860	Friends...	5	6	145	.....	.....	.....	.....	.....	\$40-140	.....
896 New York, N. Y. (18 W. 93d st.).	Heywood Collegiate Institute.	Mrs. S. Louise Heywood..	0	1883	Non-sect.	1	2	16	.....	.....	.....	.....	.....	60-200	30,000
897 New York, N. Y. (W. 161st st.).	MacMullen's School	John MacMullen	0	1850	Non-sect.	1	0	12	.....	2	0	10	500	100-240	.....
898 New York, N. Y. (213 W. 32d st.).	Manhattan Academy*	Rev. Bro. Adjutor, F. S. C.	1864	1864	E. C.	8	.....	175	175	.....	.....	.....	1,000	20-48	100,000
899 New York, N. Y. (21 E. 126th st.).	Misses Leeds' School	Misses Leeds	.....	1879	P. E.	0	4	30	.....	.....	.....	.....	.....	60	.....
900 New York, N. Y. (250 W. 38th st.).	Misses Marshall's School	Miss Susanna C. Marshall	.....	1859	.....	1	2	.....	.....	.....	.....	.....	.....	.....	.....
901 New York, N. Y. (20 E. 50th st.).	Mrs. Froehlich's School	Mrs. B. Froehlich	.....	1807	Non-sect.	6	19	130	.....	.....	.....	.....	.....	100-200	.....
902 New York, N. Y. (75 W. 59th st.).	Mrs. Well's School for Young Ladies.*	Mrs. Leopold Well	.....	1867	.....	9	12	100	97	3	.....	.....	700	80-290	.....
903 New York, N. Y. (20 E. 62d st.).	Professor and Madame School for Young Ladies and Children.	Professor and Madame Alfred Colin.	.....	1871	Non-sect.	.....	.....	35	35	0	0	0	.....	275	2,000
904 New York, N. Y. (231 E. 17th st.).	St. John Baptist School for Girls.	Sister Portia, C. S. J. B.	.....	1880	P. E.	3	5	31	29	2	.....	.....	500	125	.....
905 New York, N. Y. (15 W. 43d st.).	St. Louis College.....	John P. Brophy	.....	1869	R. C.	12	.....	75	15	60	.....	.....	1,000	100-250	.....
906 New York, N. Y. (8 E. 46th st.).	St. Mary's School*	Sister Agnes, superior	.....	1868	P. E.	4	16	150	.....	.....	.....	.....	.....	40-125	.....

No.	Name	St. Teresa's Academy*	Mother M. di Pazzi, super. for Ann C. Brackett.	1872	R. C.	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	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
907	New York, N. Y. (137-139 Henry st.)			1872	R. C.	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	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	2877	2878	2879	2880	2881	2882	2883	2884	2885	2886	2887	2888	2889	2890	2891	2892	2893	2894	2895	2896	2897	2898	2899	2900	2901	2902	2903	2904	2905	2906	2907	2908	2909	2910

TABLE 28.—Statistics of private schools for elementary and secondary instruction for 1885-'86, &c.—Continued.

926	Location.	Name of school.	Principal.	Date of charter.	Year in which instruction was first opened for instruction.	Religious denomination.	Male instructors.	Female instructors.	Students.					Number of volumes in library.	Annual charge for tuition.	Value of grounds, buildings, and apparatus.
									Total.	Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teachers' course.	Number in commercial or business course.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
926	Rochester, N. Y.	Academy of the Sacred Heart.	Madame Augusta G. Par-	1858	1855	R. C.		18	50	10	40			1,200	\$200	\$100,000
927	Rochester, N. Y.	Classical and English School.	Rev. Nehemiah W. Ben-	0	1883		2		18	18	0	0	0		100	0
928	Rochester, N. Y.	Livingston Park Seminary.	Mrs. C. M. Curtis	0	1858	P. E.	1	7	40	40				400	50	40,000
929	Rochester, N. Y. (7-9 Gibbs st.)	Young Ladies' Seminary.	C. R. Kingsley, A. M.		1875	Non-sect.	1	7	35	35				200	60,80	25,000
930	Rome, N. Y.	St. Peter's Academy	Mother Ephrasia, supe-		1865	R. C.		8	245	245				550		
			ress.													
931	Sag Harbor, N. Y.	Academy of the Sacred Heart of Mary.	Sister Basile		1877	R. C.		7	38						200	10,000
932	Saratoga Springs, N. Y.	Temple Grove Seminary*	Rev. Charles F. Dowd, A. M	1869	1855	Non-sect.	3	7	115					1,000	48	80,000
933	Saugerties, N. Y.	Saugerties Institute.	William Wright	1866	1856	Non-sect.	2	3	75	40	15	10			16-32	6,000
934	Sauquoit, N. Y.	Sauquoit Academy*	Charles S. Davis	1847	1843	Non-sect.	1	2	86	71	40			113	9-27	4,024
945	Schenectady, N. Y.	Union Classical Institute	Charles S. Halsey	1854	1855		2	4	160	120	3			466	36	20,000
946	Sing Sing, N. Y.	Holbrook's Military School	Rev. D. A. Holbrooks, A. M., Ph. D.	0	1856	Non-sect.	7	0	66		10			300	80	30,000
947	Sing Sing, N. Y.	Ossining Institute	Rev. Chauncey D. Rice, A. M	0	1867	Fresb.		6	60	15				1,200	60	34,000
948	Sodus, N. Y.	Sodus Academy*	Elisha Curtis, A. M.	1855	1859	Non-sect.	2	2	175	40	11			300	22	5,026
949	Southold, N. Y.	Southold Academy*	William G. Russell	1867	1867	Fresb.	1	4	20	25	15			100	25	7,000
950	Stamford, N. Y.	Stamford Seminary.	Adelbert Gardner, Ph. D.				5	5	241						18-24	
951	Stamuse, N. Y.	St. John's School*	Brother Camillus	1870	1870	R. C.	7	0	300	300				500		25,000
952	Stamuse, N. Y.	Taylor Home School	Mrs. Emma F. Taylor			Cong.	1	3	27	6	14	1	6		500	500
953	Tarrytown, N. Y.	Irving Institute	D. A. Hoye, A. M.	0	1837	Non-sect.	5	4	40	30	10			1,600	40-125	12,000
954	Tarrytown, N. Y.	Miss Bulkeley's School	Misses H. L. Bulkeley and E. C. Plumley	0	1859	Non-sect.	2	6	60					200	60-100	
955	Tarrytown, N. Y.	Mount Hope Ladies' Seminary	Robert C. Flack, A. M.	0	1879	Non-sect.	2	3	16	0	16	0	0		20	

955	Tivoli, N. Y.	Trinity School*	Rev. James Starr Clark, S. T. D.	1887	P. E.	6	51	49	403	100	45,009
957	Troy, N. Y.	Troy Academy*	T. Newton Wilson, A. M.	1884	Non-sect.	4	0	180	2, 125	60	16, 555
958	Troy, N. Y.	Troy Female Seminary	Emily T. Wilcox	1857	Non-sect.	7	131	117	1, 074	72	103, 444
959	Utadilla, N. Y.	Utadilla Academy	Robt. F. Sullivan	1850	Non-sect.	1	2	65	39	12	5, 093
960	Utica, N. Y.	Utica Female Academy	Mrs. J. C. G. Platt	1832	Non-sect.	2	11	100	40	12	42, 842
961	Walworth, N. Y.	Walworth Academy	C. M. Hutchins	1842	Non-sect.	2	2	60	85	5	8, 271
962	Warrensburgh, N. Y.	Warrensburgh Academy	Rev. Clement T. Blanehet.	1860	Non-sect.	2	2	66	24	3	4, 201
963	West Chester, N. Y.	Boys' Boarding School	R. T. Harrington, M. A.	0	P. E.	5	6	72	10	27	1, 040
964	West New Brighton, N. Y. (S. I.)	St. Austin's School*	Rev. Alfred G. Mortimer, B. D.	0	P. E.	8	6	72	61	9	200
965	White Plains, N. Y.	Alexander Institute	Oliver I. Willis, A. M., P. H. D.	0	Presb.	5	0	26	10	8	3, 000
966	Windsor, N. Y.	Windsor Union School	J. D. Bigelow, A. M.	1837	Non-sect.	1	3	166	166	500	5-8
967	Yonkers, N. Y.	English, French, and German Day School	Miss Emma Heuzog and Miss Crumker	0	Non-sect.	5	50	35	15	540	125
968	Albionville, N. C.	Albionville Academy	H. W. Spinks, A. M.	1875	Non-sect.	3	1	145	250	250	1, 200
969	Ashborough, N. C.	W. Edwards' Academy (Colored)	W. Edwards	0	Friends	1	1	69	52	2	48
970	Ashville, N. C.	Ashville Military Academy	Samuel F. Venable	0	Non-sect.	2	42	30	12	50	8, 050
971	Behmont, N. C.	St. Mary's College	Rev. Julius Pohl, O. S. B., director	1886	I. C.	0	65	10	33	350	0
972	Beulievre, N. C.	Beulievre Academy	Elizabeth A. White	0	Friends	2	53	220	150	50	25
973	Bingham, N. C.	Bingham School	R. Bingham, A. M.	1864	Non-sect.	0	2	114	59	11	100
974	Boiling Springs, N. C.	Boiling Springs School	Rev. J. P. Hamrick	1873	Baptist	1	2	114	59	11	10-50
975	Brevard, N. C.	Brevard High School	J. H. Hamilton	0	Baptist	2	1	68	64	4	13-40
976	Brevard, N. C.	Davidson River High School	Jno. W. Moore	0	Presb.	1	1	70	10	0	10-25
977	Burnsville, N. C.	Burnsville Academy	James J. Britte	1857	Non-sect.	1	1	73	29	120	3, 000
978	Cameron, N. C.	Cameron Academy	Daniel McIntyre	1876	Presb.	1	1	38	8	1	1, 050
979	Carra, N. C.	Carra Academy	B. D. Barker, A. B.	1884	Baptist	1	2	61	59	4	10-30
980	Castalia, N. C.	Castalia Male and Female Academy	W. O. Dunn	1848	Non-sect.	1	1	65	59	4	20-50
981	Cedar Grove, N. C.	Cedar Grove Academy	B. C. Patton	1883	Non-sect.	1	1	50	22	30	1, 200
982	Chocowiny, N. C.	Trinity School	Rev. N. Collin Hughes, A. M., D. D.	1876	P. E.	3	1	45	30	8	3, 000
983	Clayton, N. C.	Clayton Institute*	W. C. Nowell	1856	Baptist	1	1	62	55	2	2, 600
984	Clinton, N. C.	Clinton High School	N. L. Anderson, A. B.	0	Non-sect.	1	4	80	4	2	15-30
985	Como, N. C.	Buckhorn Academy*	Thomas D. Boone	0	Non-sect.	1	1	33	28	2	30
986	Company's Shops, N. C.	Holt's School	Rev. Jeremiah Holt	0	Christ'n	1	1	45	10	20	10, 000
987	Concord, N. C.	Scotia Female Seminary	Rev. Luke Dordland, D. D., president	1870	Presb.	1	13	213	213	1, 000	25, 000
988	Conover, N. C.	Concordia College	Rev. J. C. Moser, A. M.	1880	Luth	5	1	150	18	32	20, 000
989	Dallas, N. C.	Ruston College	Rev. M. L. Little, A. M.	1885	Luth	4	2	164	54	45	10, 000
990	Denver, N. C.	Rock Spring Seminary*	James F. Boyer, A. M.	1873	Meth	2	2	138	135	30	2, 000
991	Elevation, N. C.	Pleasant Hill High School	James W. Wood	1863	Meth	1	1	60	5	2	500
992	Elizabeth City, N. C.	Elizabeth City Academy	S. L. Sheep	1840	Non-sect.	2	2	115	75	20	20-35
993	Elberbe Springs, N. C.	Elberbe Springs Academy*	M. C. McAskill	1865	Non-sect.	1	1	32	28	7	74-16
994	Enochville, N. C.	Enochville High School	F. Brown, A. B.	0	Luth	1	1	78	42	30	15-22
995	Fairfield, N. C.	Fairfield Academy	Wm. H. Carroll, A. M., B. F.	1876	Meth	1	1	48	25	10	20-50
996	Fayetteville, N. C.	Fayetteville Graded School	Alexander Graham	1877	Non-sect.	1	6	392	305	6	5, 000
997	Forest City, N. C.	Forest City High School	O. F. Thompson	1876	Non-sect.	1	1	145	49	1	4, 500

* Includes board.

* From Report of the Commissioner of Education for year 1884-'85.

TABLE 28.—Statistics of private schools for elementary and secondary instruction for 1885-'86, &c.—Continued.

1	Location.	Name of school.	Principal.	Date of charter.	Year in which instruction was first opened for instruction.	Religious denomination.	Male instructors.	Female instructors.	Students.						Number of volumes in library.	Annual charge for tuition.	Value of grounds, buildings, and apparatus.
									Total.	Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teachers' course.	Number in commercial or business course.				
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			
998	Fork Church, N. C.	Fork Church Academy.....	J. T. Alderman.....	0	1879	Baptist..	3	1	85	35	15	20	10	150	\$1,500		
999	Franklin, N. C.	Franklin High School.....	L. A. Williams.....			Non-sect.	1	1	75	50				20-30	2,500		
1000	Franklin, N. C.	Literary and Theological Christian Institution.....	Rev. George Young.....	1879	1880	Christ'n.	1	5	226	25	10	20	12	450	7,000		
1001	Fremont, N. C.	Fremont Academy.....	Jas. B. Williams.....	0	1867	Non-sect.	1	2	114	102	8			0	0		
1002	Fremont, N. C.	Nabantea Academy.....	Jesse H. Moore, A. B., director.	0	1883	Friends..	2	1	115					100	30		
1003	Garibaldi, N. C.	St. Mary's College*.....	Rev. Julius Pohl, O. S. B., director.	0	1875	R. C.....	4	27	27					500	2,500		
1004	Germananton, N. C.	Germananton Institute.....	W. B. Harris.....	1856	1853	Non-sect.	2	1	58	43	4	3	8	20-30	1,000		
1005	Glenwood, N. C.	Glenwood High School.....	David L. Ellis.....	1880	1883	Non-sect.	1	2	93	40	3	10	6	400	2,000		
1006	Graham, N. C.	Graham Normal College.....	Rev. W. S. Long, A. M. president.	1880	1837	Christ'n.	4	1	110	40	30	20	20	500	4,000		
1007	Granitsborough, N. C.	Oak Grove School.....	John H. Anderson.....		1872	Disciples.	1		58	0	20	15	23	75	20		
1008	Greensborough, N. C.	Bennett Seminary.....	Rev. Wilbur F. Steele, A. M.		1873	M. E.....	3	2	147	100	13			1,000	20,000		
1009	Greenville, N. C.	Greenville Male and Female Institute.....	John Duckett.....	1885	1885	Non-sect.	1	5	108	55	9			0	10,000		
1010	Hayesville, N. C.	Hayesville Academy.....	T. Neal Kitchens, B. E., B. A.	0	1854	Non-sect.	3	2	125	10	12			200	1,200		
1011	Henderson, N. C.	Henderson Male Academy.....	W. J. Robards.....	0	1860	Non-sect.	2	0	55	9	9	0	8	0	750		
1012	Hendersonville, N. C.	Hendersonville Male and Female School.*	J. A. Woodburn.....		1873	Non-sect.	1	1	50	45							
1013	Hibriton, N. C.	Hibriton Academy.....	Y. D. Moore.....		1885	Non-sect.	2	1	87	26	45			47	800		
1014	Hickory, N. C.	Claremont College*.....	Mrs. Catharine V. R. Bonev.	1880	1880	Non-sect.	5	5	65	64				50	7,500		
1015	High Point, N. C.	Blair High School*.....	W. A. Blair.....		1882	Non-sect.	4	2	189					1,050	4,500		
1016	Holly Springs, N. C.	Holly Springs Institute.....	Rev. J. M. White.....	0	1880	Non-sect.	2	2	75	55				10			

1917	Hookerton, N. C.	Hookerton Collegiate Institute.	E. Y. Perry	0	1835	Non-sect.	1	64	64	0	16-39	2,000	
1018	Hookerton, N. C.	Woodside Academy	Miss Ida E. Edwards	1880	0	Method	1	45	45	0	20	2,500	
1019	Hopewell, N. C.	Hopewell Academy	Breward E. Harris	1879	0	Presb.	2	25	25	0	10-30	300	
1020	Huntersville, N. C.	Huntersville High School	Rev. W. W. Orr, A. M.	1885	1880	Non-sect.	3	174	145	29	33	4,000	
1021	King's Mountain, N. C.	King's Mountain High School*	W. T. R. Bell, A. M.	1877	1876	Non-sect.	3	140	80	60	α 200	7,000	
1022	Kinston, N. C.	Kinston College	Richard H. Lewis, A. M., M. D.	1882	1882	Non-sect.	3	115	190	12	37	3,000	
1023	La Grange, N. C.	La Grange Collegiate Institute	A. R. Morgan	1870	1870	Non-sect.	1	82	82	250	10-70	2,500	
1024	Lambville, N. C.	Union Literary Academy*	S. B. Turcotte	1878	1878	Method	3	2	75	8	61-20	500	
1025	Laural Springs, N. C.	Laural Springs Academy	T. Jeff. Carson	1876	1876	Non-sect.	3	80	15	5	6-16	1,500	
1026	Leasburg, N. C.	Sonerville Institute	Rev. Solomon Lee	1810	1810	Method	1	1	1	35	15-25	1,500	
1027	Lexington, N. C.	The Southern Normal*	H. V. Duncan	0	1883	Non-sect.	2	160	114	0	20	1,500	
1028	Liberty, N. C.	Liberty Academy	T. M. Robertson	0	1883	Non-sect.	3	168	92	41	7	2,000	
1029	Littleton, N. C.	Central Institute for Young Ladies.*	Rev. J. M. Rhodes, A. M.	1883	1882	M. E. So	1	60	60	200	20-30	0,000	
1030	Louisburgh, N. C.	Louisburgh Practical High School.	B. W. Ray	1881	1881	Baptist	2	4	124	109	40	20,000	
1031	Marion, N. C.	Marion High School*	William George Randall, A. B.	1855	1855	Presb.	1	2	95	87	8	2,500	
1032	Mebane, N. C.	Yadkin Academy	L. P. Berry	0	1884	Presb.	3	125	25	15	60	3,500	
1033	Monroe, N. C.	Monroe High School*	J. A. Monroe, A. M.	1875	1875	Non-sect.	1	3	115	115	45	8,000	
1034	Moravian Falls, N. C.	Moravian Falls Academy	G. W. Greene	1877	1877	Non-sect.	2	4	129	77	23	15-40	1,500
1035	Morton's Store, N. C.	Gilliam's Academy	John W. Gilliam	0	1879	Baptist	1	40	40	75	10-25	2,000	
1036	Mt. Airy, N. C.	Male High School	Geo. W. Sparger	0	1857	Non-sect.	1	24	24	0	0	20	3,500
1037	Mt. Pleasant, N. C.	Mt. Pleasant Female Seminary.*	Rev. J. A. Linn, A. M.	1870	1850	Ev. Luth.	2	3	62	2	30-40	3,000	
1038	Mt. Vernon Springs, N. C.	Mt. Vernon Springs Academy	E. P. Johnson, A. M.	0	1880	Non-sect.	3	2	135	40	50	2,100	
1039	Nathan's Creek, N. C.	Liberty Hill Academy*	E. F. Reeves	1880	1883	M. and B.	1	56	49	8	0	61,500	
1040	New Garden, N. C.	Friends' School	Joseph Moore	1833	1837	Friends	4	144	95	29	19	35,000	
1041	Newton, N. C.	Catawba College	Rev. J. C. Clapp, D. D., and Rev. J. A. Foil, A. M.	1835	1851	Reform'd.	3	180	160	20	1,500	12,000	
1042	Oakdale, N. C.	Oakdale Academy*	J. A. W. Thompson, supt.	0	1880	Non-sect.	5	2	135	115	12	1,400	
1043	Oak Ridge, N. C.	Oak Ridge Institute	J. Allen Holt, A. M., and Marion H. Holt	0	1850	Non-sect.	5	1	200	50	2,000	10,000	
1044	Oxford, N. C.	Homer School	J. H. Horner, A. M.	1851	1851	Non-sect.	4	107	60	40	60	25,000	
1045	Raleigh, N. C.	Raleigh Male Academy	Morson and Denson	0	1878	Non-sect.	3	0	85	85	50	3,500	
1046	Raleigh, N. C.	St. Augustine Normal School and Collegiate Institute	Rev. Robert B. Sutton, D. D.	1867	1868	P. E.	4	2	112	31	26	30,000	
1047	Reidsville, N. C.	Reidsville Male Academy	Geo. R. McNeill, A. M.	0	1874	Non-sect.	1	42	20	6	12	1,000	
1048	Reynolds, N. C.	Reynolds Male Institute	T. E. Vair	0	1853	Method	4	15	218	176	27	1,000	
1049	Salmon, N. C.	Salmon Female Academy	Rev. Edward Kouthaler, D. D., and Rev. John A. Clewell	1866	1861	Baptist	2	4	15	218	176	100,000	
1050	Scotland Neck, N. C.	Vine Hill Academy	E. E. Hillard, A. B.	1810	1807	Non-sect.	2	3	98	0	45	10,000	
1051	Solna, N. C.	Solna Academy	Chas. Alphonso Smith	1881	1881	Non-sect.	1	1	61	42	19	1,000	
1052	Shelby, N. C.	Shelby Female College*	R. D. Mallary, A. M.	1883	1882	Baptist	1	1	5	130	30	12,000	
1053	Shelby, N. C.	Shelby High School	F. Dixon, A. B., and S. E. Gidney	1840	1841	Non-sect.	2	2	175	0	4-10	1,700	

* From Report of the Commissioner of Education for 1884-'85.

α Includes board.

β Grounds and buildings.

TABLE 28. -- Statistics of private schools for elementary and secondary instruction for 1885-'86, &c. -- Continued.

Location.	Name of school	Principal.	Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Male instructors.		Female instructors.		Students.					Number of volumes in library.	Annual charge for tuition.	Value of grounds, buildings, and apparatus.
						7	8	Total.	10	11	12	13	14	15			
1054	Shoo Heed, N. C.	S. R. Trawick's School*		1865	Meth.	1	2	50	22	14		43	14		\$2,500		
1055	Stadesville, N. C.	J. H. Hill, A. M.		1877	Non-sect.	1	1	35	20	15			0		\$1,500		
1056	Summerfield, N. C.	F. S. Blair		1872	Friends	1	2	62	20	15			0		2,000		
1057	Thomasville, N. C.	I. L. Wright	0	1879	Non-sect.	1	1	20	16	4			0		400		
1058	Trapp Hill, N. C.	J. M. Life	1877	1877	Non-sect.	1	1	61	25	25							
1059	Trenton, N. C.	W. E. Mewborn		1885	Non-sect.	1	2	26	25	15			75		1,000		
1060	Troy, N. C.	B. G. Maysh, A. B.	0	1880	Meth.	2	3	127	75	20			100		2,000		
1061	Wadesborough, N. C.	D. A. McTrevor, A. B.		1854	Non-sect.	2	3	175	40	10			50		4,000		
1062	Warrenton, N. C.	Fork Institute		1869	Non-sect.	1	2	25	15	10			250				
1063	Warsaw, N. C.	W. M. and David S. Ken- nedy	1855	1850	Baptist	1	2	85	1	3							
1064	Whiteville, N. C.	Whiteville Academy.		1884	Presb.	1	1	22	16								
1065	Wilmington, N. C.	Cape Fear Academy.		1871	Presb.	2	2	78	12				75		6,100		
1066	Wilmington, N. C.	Morrelle's English and Class- ical School.	0	1859	P. E.	1	0	19	10	9			2,000		5,000		
1067	Wilmington, N. C.	Miss Amy M. Bradley		1872	Non-sect.	0	10	258	45	18			719		30,000		
1068	Wilson, N. C.	Barnes' School*		1884	Non-sect.	1	28	18	6				63		500		
1069	Woodland, N. C.	John W. Fleetwood, A. B.	1878	1878	Non-sect.	1	1	46	43				0		600		
1070	Yadkin College, N. C.	Rev. W. A. Rodgers, A. M., M. D.	1868	1866	M. P.	2	1	50	50				500		10,000		
1071	Austinburg, Ohio	Rev. E. G. McClellan	1832	1831	Non-sect.	5	5	125					1,500		12,000		
1072	Barnesville, Ohio	Barely Stratton, supt.	0	1876	Friends	2	2	67					500		40,000		
1073	Central College.	L. J. Graham	1842	1840	Presb.	3	2	62					500		20,000		
1074	Chester, Ohio.	S. F. Smith		1842	Non-sect.	1	1	43					0		2,500		
1075	Chester Cross Roads, Ohio.	C. F. Easton	1842	1842	Non-sect.	1	1	69					40		3,000		
1076	Cincinnati, Ohio (East 6th street).	Sister Louise, superioress of S. S. de Notre Dame.	1843	1841	R. C.		25	250									

TABLE 28.—Statistics of private schools for elementary and secondary instruction for 1885-'86, &c.—Continued.

1112	Location.	Name of school.	Principal.	4	5	6	7	8	9	Students.				14	15	16
										Total	Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teachers' course.			
1112	Zanesville, Ohio	Putnam Classical Institute *	Pauline W. Halbert	1836	1835	Presb.	2	5	33	33	4	38	0	5,000	\$36-47	Value of grounds, buildings, and apparatus.
1113	Albany, Oreg.	Albany Collegiate Institute	Rev. E. J. Thompson, D. D.	1866	1867	Presb.	4	3	120	24	40	18	38	600	25-50	
1114	Baker City, Oreg.	St. Francis Academy	Sister Mary Stanislaus, O. S. F.		1875	R. C.	5	5	112	5	0	0	0	100		
1115	Dallas, Oreg.	La Creole Academic Institute	R. F. Robinson	1856	1853	Non-sect.	2	2	92	32	20	8	125	65-6	6,500	
1116	Drain, Oreg.	Drain Academy and Normal School.	F. W. Benson, A. M. and R. A. Booth.	1880	1880	M. E.	2	4	160	40	60	20	8	0	4,000	
1117	Gervais, Oreg.	St. Scholastica's Convent School.	Mother Mary Bernandine	1783	1883	R. C.	0	5	105	90	4	11	60	10-20	10,000	
1118	Grand Ronde, Oreg.	Grand Ronde Indian Agency Manual Labor, Boarding and Day School. *	Sister Benedict	0	1862	R. C.	1	3	43	43	0	0	0	0	4,000	
1119	Lebanon, Oreg.	Santiam Academy	J. L. Gilbert.	1854	1854	M. E.	2	2	108	108	0	0	250	5-12	2,000	
1120	Oakland, Oreg.	Oakland Academy*	George T. Russell, LL. B.	1880	1880	P. E.	1	3	90	87	0	0	20	40-60	100,000	
1121	Portland, Oreg.	Bishop Scott Grammar-School.	J. W. Hill, B. A., M. D., head master.	1870	1870	P. E.	8	8	80	80	0	0	20	24	5,000	
1122	Portland, Oreg.	Independent German School	Fred. Boehr	1870	1870	Non-sect.	1	20	392	392	0	0	700	65-10	40,000	
1123	Portland, Oreg.	St. Mary's Academy	Rev. Sister Mary, superior.	1871	1871	R. C.	5	5	167	167	20	20	1,000	20	10,000	
1124	Portland, Oreg.	St. Michael's College	Brother Bertram	1871	1871	R. C.	5	5	168	61	20	0	1,000	63-10	3,300	
1125	St. Paul, Oreg.	St. Paul's Academy	Sister Mary Peter	1866	1863	R. C.	12	17	140	100	30	0	80	40	50,000	
1126	Salem, Oreg.	Academy of the Sacred Heart.	Sister Mary Perpetua	1863	1863	R. C.	8	7	100	100	0	0	200	24-50	30,000	
1127	Umo Walles, Oreg.	St. Mary's Academy*	Sister Mary Peter	1880	1881	Non-sect.	2	3	170	61	88	32	3	27	22,500	
1128	Umo Walles, Oreg.	Wasco Independent Academy	Thomas M. Gatch, M. D.	1857	1854	M. E.	1	2	78	35	0	0	80	80	4,000	
1129	Wilbur, Oreg.	Winnapa Academy	La Fayette A. Edwards	1857	1857	M. E.	0	4	28	28	0	0	1,000	6208		
1130	Allegheny, Pa.	School for Girls and Young Ladies.	Miss M. Matland	1872	1872	Non-sect.	0	4	80	80	0	0	1,000			
1131	Beatty, Pa.	St. Xavier's Academy*	Sisters of Mercy	1845	1845	R. C.	15	15	80	80	0	0	1,000			

TABLE 28.—Statistics of private schools for elementary and secondary instruction for 1885-'86, &c.—Continued.

1	2	3	4	5	6	7	8	Students.						14	15	16
								Total.	9	10	11	12	13			
Location.	Name of school.	Principal.	Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Male instructors.	Female instructors.	Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teachers' course.	Number in commercial or business course.	Number of volumes in library.	Annual charge for tuition.	Value of grounds, buildings, and apparatus.		
1173 Philadelphia, Pa. (1834 Spruce street).	Agnes Irwin's School.....	Agnes Irwin.....		1886	Non-sect.	3	13	100					\$100-170			
1174 Philadelphia Pa. (337 Broad street).	Broad Street Academy.....	Edward Roth, A. M.....	0	1863	R. C.....	6	3	75				3,000	60-130	\$15,000		
1175 Philadelphia, Pa. (Station O).	Byberry Friends' School *	Mary J. Hoopes.....	0	1721	Friends.....		1	33					1	2,500		
1176 Philadelphia, Pa. (247 S. 13th street).	Classical Institute *	Rev. John W. Fairies, D. D.....		1837	Presb.....	5		40				0	100-150	10,000		
1177 Philadelphia, Pa. (s. w. cor. 15th and Race streets).	Friends' Central High School (boys' department).	George L. Maris, A. M.....	0	1845	Friends..	7	5	221	209	12			90	75,000		
1178 Philadelphia, Pa. (s. w. cor. 15th and Race streets).	Friends' Central School (girls' department).	Annie Shoemaker.....			Friends..	4	15	324					90			
1179 Philadelphia, Pa. (140 N. 16th street).	Friends' Select School for Boys	John H. Dillingham		1833	Friends..	2	2	58	28	2			40-70	50,000		
1180 Philadelphia, Pa. (Chestnut Hill).	Mt. St. Joseph Academy	Sister St. Joseph.....	1860	1838	R. C.....		12	76	50			3,000	200			
1181 Philadelphia, Pa. (n. e. cor. 18th and Chestnut streets).	Rittenhouse Academy	De Bonneville K. Ludwig, A. M.....	0	1854	Non-sect.	7	0	68					100			
1182 Philadelphia, Pa. (1415 Locust street).	Rangby Academy.....	Edward Clarence Smith, A. M.....	0	1865	Non-sect.	15	3	140	64	76			120	40,000		
1183 Philadelphia, Pa. (18th st. and Grand ave.)	Schleigh Academy.....	Miss F. M. Schleigh.....		1877			2						40			
1184 Philadelphia, Pa. (5012 Elm avenue).	School for Girls.....	Mrs. L. M. B. Mitchell.....		1877				25					80			

TABLE 28.—Statistics of private schools for elementary and secondary instruction for 1885-'86, &c.—Continued.

Location.	Name of school.	Principal.	Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Male instructors.	Female instructors.	Students.					Number of volumes in library.	Annual charge for tuition.	Value of grounds, buildings, and apparatus.
								Total.	Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teachers' course.	Number in commercial or business course.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1214 Charleston, S. C.	Avery Normal Institute	M. A. Holmes	.....	1865	Cong.	2	5	289	.....	91	.....	.....	500	\$10-15	.....
1215 Charleston, S. C. (151 Wentworth street).	Charleston Female Seminary	Miss E. A. Kelly	.....	1870	Non-sect.	2	8	100	100	.....	.....	.....	2,000	50	\$35,000
1216 Charleston, S. C.	High School of Charleston	Virgil C. Dibble, A. M.	1839	1839	Non-sect.	6	.....	183	133	50	.....	.....	100	40	15,000
1217 Charleston, S. C. (West End, Broad street).	Southern Home School for Boys.	William Simmons	.....	1884	.....	.....	.....	.....	19	10	.....	.....	.....	100	7,500
1218 Charleston, S. C.	Wallingford Academy	Rev. T. A. Grove	1872	1868	Presb.	3	4	667	28	16	5	.....	300	2-4	.....
1219 Clinton, S. C.	Clinton Presbyterian College	Rev. Robert P. Smith, A. M., president.	1882	1872	.....	4	2	51	16	10	.....	.....	.....	40	.....
1220 Cokesbury, S. C.	Cokesbury Conference School*	Rev. C. C. Reed	1834	1836	M. E. So	1	1	52	52	.....	.....	.....	100	32	2,500
1221 Columbia, S. C.	Benedict Institute*	Rev. C. E. Becker, A. M., president.	.....	1870	Baptist.	2	5	202	191	11	.....	.....	1,400	61	45,000
1222 Frogmore, S. C.	Penn School	Misses Patrick and Murray	0	1862	Non-sect.	1	9	220	220	15	.....	.....	100	0	700
1223 Greenville, S. C.	Greenville Military Institute	John B. Patrick	.....	1878	Non-sect.	3	0	57	27	.....	.....	.....	.....	10	3,000
1224 Greenwood, S. C.	Brewer Normal School	Rev. J. E. B. Jewell	0	1871	Cong.	1	2	209	.....	.....	.....	.....	0	8-16	400
1225 Grove Station, S. C.	Grove School	T. I. Young	.....	1880	Non-sect.	1	1	59	59	.....	.....	.....	.....	15-40	3,000
1226 Johnston, S. C.	Johnston Male and Female Institute.	J. F. Brown, A. B.	1884	1884	Non-sect.	1	3	139	120	19	.....	.....	.....	.....	.....
1227 Leesville, S. C.	English and Classical Institute.	J. G. Baird	1881	1880	Non-sect.	1	1	63	53	10	0	.....	.....	16-40	9,000
1228 Lexington, S. C.	Lexington High School*	Edwin J. Dreher	.....	1875	Non-sect.	1	1	65	65	.....	.....	.....	50	12-25	800
1229 Manning, S. C.	Manning Academy	S. A. Nettles	.....	1880	Non-sect.	2	1	123	.....	.....	.....	.....	95	10-45	1,200
1230 Newberry, S. C.	Newberry Female Academy	A. P. Pifer	1807	1880	Non-sect.	1	3	102	102	.....	.....	.....	40	30	3,000
1231 Summerville, S. C.	Summerville High School	John Gadsden	.....	1880	Non-sect.	2	0	53	.....	.....	5	.....	0	40	1,500
1232 Sumter, S. C.	Sumter Institute.	Mrs. L. A. Brown	.....	1867	Presb.	2	8	115	.....	.....	.....	.....	200	10-50	8,000
1233 Williamston, S. C.	Williamston Male Academy*	R. H. Blalock	.....	1848	Non-sect.	1	0	37	37	.....	.....	.....	.....	16-30	.....
1234 Williston, S. C.	Johnston Academy*	Boynton O'Brien, A. B.	1854	1880	Non-sect.	2	1	140	111	23	.....	.....	494	.....	2,800

1225	Yorkville, S. C.	Col. Asbury Coward	1881	1855	Non-sect.	3	30	30	500	50	30,660
1226	Yorkville, S. C.	King's Mountain Military School.	1854	1854	Presb.	1	4	73	0	20-50	5,000
1227	Alexandria, Tenn.	J. T. Roberts, A. B.	1855	1854	Non-sect.	2	2	200	200	20	4,000
1228	Alexandria, Tenn.	Science Home at the Turner M. Lawrence College.	1858	1858	Non-sect.	1	2	85	150	20	4,000
1229	Beech Grove, Tenn.	Beech Grove Male and Female College.	1869	1870	Non-sect.	1	2	90	0	15-50	5,000
1240	Bloomington, Tenn.	Joseph H. Keeton, A. M.	0	1877	M. E.	3	1	156	156	10-20	2,200
1241	Bloomington, Tenn.	Rev. Jos. J. Lessor, pres't.	1868	1884	M. E.	3	3	81	5	15-40	4,000
1242	Bristol, Tenn.	Rev. D. S. Heaton, A. M., president.	1874	1868	M. So.	3	5	165	400	20-40	15,000
1243	Centerville, Tenn.	Centerville High School*	1860	1860	Non-sect.	7	2	117	1,500	15-40	1,500
1244	Chula, Tenn.	M. R. M. Burke	1868	1867	Non-sect.	1	2	150	1,200	10-30	1,200
1245	Church Hill, Tenn.	John M. Rhea	0	1882	Non-sect.	1	1	100	0	9-18	1,200
1246	Clog, Tenn.	First Spring Academy	1866	1866	Non-sect.	2	1	126	200	15-20	2,000
1247	Cog Hill, Tenn. (P. O. Carlock).	H. F. Varnell	0	1869	Non-sect.	2	1	110	125	11-20	800
1248	Covington, Tenn.	Geo. D. Holmes, A. M.	1852	1855	Non-sect.	1	4	129	100	24-36	3,500
1249	Cullcoke, Tenn.	W. J. Mooney, A. B., G. E.	1868	1870	Non-sect.	2	1	100	1,500	50	5,000
1250	Decaturville, Tenn.	B. A. Tucker	1880	1855	Meth.	1	1	48	60	10-20	600
1251	Friendsville, Tenn.	J. W. Marshall, B. S.	1880	1855	Friends.	2	1	134	600	10-10	5,000
1252	Fullons, Tenn.	S. A. Crockett	1883	1883	M. E.	1	3	112	250	10-20	6,000
1253	Gadatin, Tenn.	A. M. Barney, A. M.	1856	1837	Non-sect.	1	8	170	400	30-50	20,000
1254	Gortonsville, Tenn.	N. L. Gold	1883	1883	Non-sect.	2	1	110	15	12-32	1,500
1255	Hickman, Tenn.	Hickman Normal Institute.	1885	1883	Non-sect.	1	1	99	60	25	1,000
1256	Humboldt, Tenn.	Richard S. Ker.	1874	1874	Non-sect.	1	3	65	65	5-20	1,000
1257	Jacksborough, Tenn.	Franklin Academy*	1841	1841	Non-sect.	2	2	150	1,000	12	1,000
1258	Jasper, Tenn.	Sam Houston Academy	1855	1856	Non-sect.	1	2	200	200	20	4,000
1259	Jeckey, Tenn.	D. B. Hays	1852	1852	Cumb. P.	2	1	102	8	25	1,500
1260	Johnson City, Tenn.	J. H. Ekins	0	1874	Non-sect.	2	0	73	0	b ₁ -2	750
1261	Johnson City, Tenn.	Science Hill and Johnson City Schools.	1866	1870	Non-sect.	2	2	300	20	20	1,000
1262	Kimborough's Store, Tenn.	Chilhowee Institute.	1885	1886	Non-sect.	1	74	71	3	10-20	1,000
1263	Lexington, Tenn.	S. A. Mynders, A. B.	1825	1836	Non-sect.	2	1	76	8	20-30	2,500
1264	Knoxville, Tenn.	Rev. J. S. McCulloch, D. D.	0	1875	U. P.	3	10	53	1	49	46,000
1264 ¹	Limestone, Tenn.	Joncsborough District High School.	1869	1877	Cumb. P.	1	2	49	300	20-40	2,000
1265	Linton, Tenn.	Linden Academy*	1869	1870	Friends.	2	1	98	100	15	8,000
1266	London, Tenn.	London High School*	1877	1877	Meth.	1	2	114	1,500	b ₁	1,500
1267	Maryville, Tenn.	Maryville Normal and Preparatory School.	0	1881	Non-sect.	4	1	123	1,500	50-70	6,000
1268	Mason, Tenn.	West Tennessee Seminary*	1873	1873	P. E.	2	6	80	80	40,50,60	33,000
1269	Memphis, Tenn.	Memphis Institute*	1880	1878	Non-sect.	1	1	50	25	22	1,200
1270	Memphis, Tenn. (352 Poplar street).	St. Mary's School*	1882	1868	Christian.	5	3	177	400	24-33	10,000
1271	Middleton, Tenn.	Middleton High School*	1880	1878	Non-sect.	1	1	50	12	22	1,200
1272	Milligan, Tenn.	J. Hopwood, A. M., pres't.	1882	1868	Christian.	1	5	177	20	24-33	10,000

^b Charge for a month.

^a Includes board.

* From Report of the Commissioner of Education for 1884-85.

TABLE 28. — Statistics of private schools for elementary and secondary instruction for 1885-'86, &c. — Continued.

1	Location.	Name of school.	Principal.	4	5	6	7	8	9	Students.					14	15	16
										10	11	12	13	Total.				Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teacher's course.	Number in commercial or business course.
1273	Morristown, Tenn.	Morristown Female High School.	Rev. J. G. McFerrin.....	0	1868	Non-sect.	1	3	175	50	40	.....	.....	.....	\$15-30	\$2,000
1274	Morristown, Tenn.	Morristown Seminary and Normal Institute.	Rev. J. S. Hill.....	.....	1881	M. E.	2	4	289	.....	25	180	.....	300	2½	10,000
1275	Nashville, Tenn.	East Nashville Academy*.	Rev. Mayo Cabell Martin.	0	1889	Non-sect.	3	0	71	.....	71	.....	.....	200	30, 40, 50	2,500
1276	Newbern, Tenn.	Newbern Classical and Normal College.*	J. Hiale Peay.....	.....	1865	Non-sect.	2	4	370	200	50	.....	.....	200	1½-4	4,000
1277	Ooltawah, Tenn.	Ooltawah Academy*.	N. G. Jaacks.....	.....	.....	Non-sect.	2	.....	95	95	.....	.....	.....	0	15-30	1,000
1278	Ormo's Store, Tenn.	Bledsoe Institute*.	J. N. Kerley.....	.....	1873	Non-sect.	1	2	119	.....	20	.....	.....	0	20	2,000
1279	Orysa, Tenn.	Hatchie Academy.	Issac L. Case, A. M., M. D.	1884	1880	Non-sect.	1	0	27	20	.....	.....	.....	250	25-50	750
1280	Paris, Tenn.	The Welch High School.	Issac S. H. Welch.....	1877	1869	Non-sect.	1	2	29	29	.....	.....	.....	.....	30	5,000
1281	Parrottsville, Tenn.	Parrottsville High School.	C. A. Bashong.....	1879	1877	Non-sect.	1	.....	40	40	.....	.....	.....	65	12½-30	1,200
1282	Pikeville, Tenn.	People's College*.	C. C. Fisher, A. M., pres't.	1872	1872	M. E. So.	2	3	131	119	12	.....	.....	.....	15-35	15,000
1283	Pinehook Landing, Tenn.	Oak Grove Academy.	W. B. McKeown.....	0	1870	.....	1	1	114	24	5	.....	.....	0	6-12	850
1284	Putnaski, Tenn.	Putnaski High School.	W. E. Stokes.....	.....	.....	Non-sect.	2	6	325	30	7	.....	.....	100	30	50,000
1285	Ripley, Tenn.	Lauderdale Institute.	E. H. Randle, A. M.....	1882	1882	M. E. So.	2	2	134	45	3	.....	.....	200	20-40	8,000
1286	Saltito, Tenn.	Lauderdale Academy*.	T. W. Perfect, A. B., LL. B.	.....	1883	Non-sect.	1	2	75	75	.....	.....	.....	.....	20	2,000
1287	Santa Fe, Tenn.	Santa Fe Institute.	J. W. Patton, A. B.....	1858	1858	Non-sect.	3	5	152	36	114	0	.....	24	40	1,200
1288	Savannah, Tenn.	Hardin College.	H. P. Wood and H. J. Cox.	.....	.....	Non-sect.	2	1	157	.....	.....	.....	.....	.....	1,200	1,200
1289	Sequachee College, Tenn.	Sequachee College*.	C. T. Stout.....	1858	1853	Non-sect.	1	1	63	63	.....	.....	.....	100	4-12	5,000
1290	Tazewell, Tenn.	Tazewell College*.	J. B. Dodson, A. B.....	1840	1842	Non-sect.	2	0	74	17	14	.....	.....	28	.....	1,000
1291	Tyner, Tenn.	Pleasant Grove Seminary*.	W. J. Moore.....	1890	1874	Non-sect.	2	.....	107	107	.....	.....	.....	0	12	1,200
1292	Washington College, Tenn.	Washington College*.	Rev. J. W. C. Willoughby.	1795	1795	Presb.	3	1	146	146	.....	.....	.....	200	15	16,000
1293	Watanga, Tenn.	Watanga Academy*.	Thomas F. M. Snootz.....	1881	1820	Non-sect.	2	.....	116	5	5	.....	.....	0	12½-16	.....
1294	Well Spring, Tenn.	Powell's Valley Seminary.	J. P. Swingle.....	.....	1880	M. E.	2	1	172	.....	.....	.....	.....	0	.....	3,500
1295	White Haven, Tenn.	White Haven Academy*.	Prof. Charles H. Leonard..	1854	1833	Non-sect.	1	.....	27	.....	.....	.....	.....	30	.....	1,000

TABLE 28.—Statistics of private schools for elementary and secondary instruction for 1885-'86, &c.—Continued.

1337	Location.	Name of school.	Principal.	4	5	6	7	8	9	Students.					14	15	16
										Total.	Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teachers' course.	Number in commercial or business course.			
1337	Orden, Utah.	School of the Good Shepherd.	Charles G. Davis	1870	P. E.	2	2	129	3	118	9	50	\$20	\$12,000			
1338	Park City, Utah.	Park Academy.	F. E. Merrill	1882	Cong.	1	1	70	70	2	0	0	9	1,910			
1339	Park City, Utah.	Park City Seminary*.	H. J. Blake	1884	M. E.	1	1	72	72	2	0	0	9	1,910			
1340	Provo City, Utah.	Brigham Young Academy*.	Karl G. Maesser	1875	M. E.	1	2	179	179	30	800	800	8	3,000			
1341	Provo City, Utah.	Provo Seminary*.	Erasmus Smith	1875	M. E.	1	1	80	80	18	800	800	8	3,000			
1342	Salt Lake City, Utah.	Jones High School.	Mrs. O. C. Beauchamp	1880	M. E.	2	2	95	95	18	800	800	8	3,000			
1343	Salt Lake City, Utah.	Rowland Hall.	Mrs. O. C. Beauchamp	0		2	5	330	330	5	200	200	20-40	20,000			
1344	Salt Lake City, Utah.	Salt Lake Academy.	Edward Jenner	1878	Cong.	3	5	209	30	6	7	200	20-40	15,200			
1345	Salt Lake City, Utah.	Salt Lake Collegiate Institute*.	John McC. Coyner, Pr. D.	1871	Meth.	1	3	110	40	8	0	175	15-24	13,400			
1346	Salt Lake City, Utah.	Salt Lake Seminary.	R. C. Story	1877	Non-sect.	1	1	60	10	12	0	15	13-16	5,000			
1347	Bakersfield, Vt.	Brigham Academy.	T. J. Parlin	1853	Cong.	5	6	502	20	20	1,500	30	75,000				
1348	Barnet, Vt.	McIndoe's Falls Academy.	David B. Locke	1853	Unv't.	5	6	25	25	25	300	20,30	20,000				
1349	Barre, Vt.	Goddard Seminary.	Alston W. Dana, Pr. B.	1863	P. E.	4	1	35	35	35	300	6300	20,000				
1350	Bellows Falls, Vt.	St. Agnes' Hall.	Miss Jane Ilagood	1857	P. E.	4	1	35	35	35	300	6300	20,000				
1351	Burlington, Vt.	Vermont Episcopal Institute.	H. H. Ross, A. M.	1869	P. E.	4	1	35	35	35	300	6300	20,000				
1352	Derby, Vt.	Dorby Academy.	B. W. Murch	1839	Non-sect.	1	3	147	20	15	200	18	10,000				
1353	Essex, Vt.	Essex Classical Institute.	L. E. Tupper, A. M.	1853	Unv't.	2	3	75	11	9	0	15	5,500				
1354	Glover, Vt.	Orleans Liberal Institute.	D. S. Clap	1845	Unv't.	1	1	42	42	42	200	15	1,000				
1355	Higley, Vt.	Champlain Hall.	Miss H. Sibley Swett	1845	P. E.	2	1	39	39	39	200	2550	2,000				
1356	Hyde Park, Vt.	Lamoille Central Academy.	J. W. Redmon	0	Non-sect.	5	0	90	90	90	630	18-30	30,000				
1357	Lytton Centre, Vt.	Lytton Institute.	Walker E. Ranger, A. M.	1867	Non-sect.	4	5	176	86	28	52	25	12,000				
1358	Newberry, Vt.	Newberry Seminary and Ladies' Institute.	Rev. S. L. Eastmans, A. M.	1833	Meth.	3	2	75	42	4	0	3	25	12,000			
1359	New Haven, Vt.	Bacon Academy.	C. A. Bunker, A. M.	1869	Non-sect.	1	1	55	55	55	15	15	12,000				
1360	Peacham, Vt.	Caledonia County Grammar School.	C. A. Bunker, A. M.	1795	Non-sect.	1	2	137	30	5	23	20-100	63,000				
1361	Poultney, Vt.	Troy Conference Academy.	Rev. C. H. Duntou, A. M., D. D.	1834	M. E.	6	6	236	80	29	1,175	20-100	63,000				

TABLE 28.—Statistics of private schools for elementary and secondary instruction for 1885-'86, &c.—Continued.

Location.	Name of school.	Principal.	Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Male instructors.	Female instructors.	Students.					Number of volumes in library.	Annual charge for tuition.	Value of grounds, buildings, and apparatus.
								Total.	Number in regular academic course.	Number preparing for college or scientific school.	Number in normal or teachers course.	Number in commercial or business course.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1402 Wytheville, Va.	Trinity Hall Female College*	Rev. Alex. Phillippi, A. M.	1884	1878	Lutheran	2	6	108	108	.....	.....	.....	450	\$40	\$10,000
1403 Cheney, Wash.	Benj. F. Cheney Academy	M. M. Garrabur	1881	1882	Non-sect.	1	2	114	114	12	12	.....	300	27	4,000
1404 Colfax, Wash.	Colfax College	E. T. Trimble, A. M.	1885	1875	Baptist.	1	5	146	23	9	2	7	53	30	1,500
1405 Ellensburg, Wash.	Ellensburg Academy	H. G. Denison, A. M.	1884	1884	Presb.	1	2	61	40	.....	.....	.....	150	32	7,000
1406 Huntsville, Wash.	Washington Seminary*	C. W. Jean, A. M.	1880	1880	U. B.	1	2	42	42	.....	.....	.....	65	67	3,000
1407 Montessano, Wash.	Chobasin Valley Academy	Rev. S. S. Caldwell	1883	1885	Presb.	1	2	75	31	6	3	35	0	24	4,000
1408 Olympia, Wash.	Olympia Collegiate Institute	John L. Henderson	1883	1883	M. E.	1	1	66	66	.....	.....	.....	800	2	1,200
1409 Ste-Hacome, Wash.	Stellacome Normal Academy*	Rev. A. T. Burnell, A. M.	1882	1882	Cong.	1	1	95	.....	.....	.....	.....	600	2	6,000
1410 Spunnet, Wash.	Summer Academy	Geo. A. McKinlay	0	1884	Presb.	2	8	105	.....	.....	.....	.....	600	20-30	40,000
1411 Tacoma, Wash.	Annie Wright Seminary	Mrs. Lemuel H. Wells.	.....	1884	P. E.	3	3	105	.....	10	30	.....	.....	.....	.....
1412 Vancouver, Wash.	Holy Angels' School	P. Hough	.....	1868	R. C.	1	1	15	.....	.....	.....	.....	.....	24-32	300
1413 Vancouver, Wash.	St. Luke's Parish College	Miss A. Loomis	0	1866	P. E.	1	8	60	15	.....	.....	.....	1,000	20-50	12,000
1414 Walla Walla, Wash.	St. Paul's School for Girls*	Rev. Henry D. Taylor, D. D.	.....	1872	Non-sect.	2	1	50	.....	.....	.....	.....	.....	4-50	.....
1415 Charlestown, W. Va.	Charlestown Male Academy	Edmund R. Taylor	1797	1795	Non-sect.	2	2	50	.....	.....	.....	.....	.....	3-6	.....
1416 Charlestown, W. Va.	St. Mary's Academy	Sister Mary Felix	0	1861	R. C.	0	4	78	.....	.....	.....	.....	.....	.....	.....
1417 Harper's Ferry, W. Va.	Academic Department of Storer College,*	Rev. Nathan C. Brackett, A. M.	1868	1867	Fr. Bap.	3	3	217	.....	.....	.....	.....	3,500	12	50,000
1418 Hantonsville, W. Va.	Randolph Male Academy	Capt. J. W. McLeod	1884	1880	Non-sect.	2	1	49	49	.....	.....	.....	0	30	.....
1419 Morgantown, W. Va.	Morgantown Female Seminary	Mrs. J. R. Moore	1851	1869	Non-sect.	3	3	85	.....	.....	.....	.....	700	16-32	10,000
1420 Wheeling, W. Va.	Saginaw Collegiate Institute	Miss Pauline H. Seguin	.....	1863	Non-sect.	1	3	70	70	.....	.....	.....	.....	.....	.....
1421 Albion, Wis.	Albion Academy and Normal Institute.	Rev. S. L. Masson, A. M.	1863	1854	S. D. Bap.	4	3	95	15	10	10	6	100	21-27	35,000
1422 Evansville, Wis.	Evansville Seminary	Rev. J. E. Coleman, A. M.	1855	1856	F. Meth.	3	4	33	30	2	0	25	300	18-24	15,000
1423 Franklin, Wis.	College of the Mission House	H. A. Muehlefer	1868	1860	Reformed	7	7	55	17	.....	.....	.....	4,200	6c100	.....
1424 Lake Geneva, Wis.	Lake Geneva Seminary	Mrs. Julia A. Warner	1871	1869	Non-sect.	1	4	59	56	3	.....	.....	800	32	66,000
1425 Madison, Wis.	St. Cecilia Academy	Sister M. Homana, O. S. D.	1881	1881	R. C.	1	6	32	18	.....	6	.....	309	160	14,000
1426 Marshfield, Wis. (P. O. Mt. Calvary).	St. Lawrence College	Rev. P. A. Rottonsteiner	1865	1865	L. C.	12	.....	94	63	19	.....	12	1,750	6130	44,500

1427	Milwaukee, Wis.	All Saints' Cathedral School.....	1867	P. E.....	6	1119	4	.....	.....	20-40	10,000
1428	Milwaukee, Wis.	Concordia College,*.....	1882	Ev. Luth.....	6	3	20	.....	500	23, 35, 40	45,000
1429	Milwaukee, Wis.	English, German, and French School,*.....	1873	Non-sect.....	.....	.....	.....	.....	.....	.....	.....
1430	Milwaukee, Wis. (637	German and English Academy.....	1854	Non-sect.....	2	7	149	129	1,060	24-100
1431	Milwaukee, Wis. (Roadway)	Marquette College.....	1864	R. C.....	12	0	163	74	.....	60	120,000
1432	Milwaukee, Wis.	St. Mary's Convent Day School.....	1869	R. C.....	2	15	432	432	330	40
1433	Milwaukee, Wis.	Schlett's Cathedral School.....	1870	R. C.....	1	0	24	.....	.....	72	.....
1434	Prairie du Chien, Wis.	College and University of the Sacred Heart.....	1881	R. C.....	13	119	119	5,000	200
1435	Prairie du Chien, Wis.	St. Mary's Institute.....	1877	R. C.....	.....	16	130	.....	.....	6150	.....
1436	Racine, Wis.	Home School for Young Ladies.....	0	R. E.....	1	5	53	.....	2,000	24-100	.....
1437	Racine, Wis.	St. Catherine's Female Academy.....	1866	R. C.....	7	120	63	.....	2,000	6140	25,000
1438	Rochester, Wis.	Rochester Seminary*.....	1867	F. W. B.....	1	4	125	95	.....	480	10,000
1439	St. Francis, Wis.	Seminary of St. Francis of Sales.....	1856	R. C.....	12	.....	141	141	.....	10,600	100,000
1440	Waukesha, Wis.	Carroll College.....	1845	Presb.....	2	1	118	.....	300	28-36	30,000

* From Report of the Commissioner of Education for 1884-85.

α Charge for a term.

β Includes board.

c Free to those studying for the ministry.

List of institutions for secondary instruction from which no information has been received.

Location.	Name.	Location.	Name.
Athens, Ala. (box 90)	Trinity Normal School.	Albany, Ga.	Sterne's Institute.
Carrollton, Ala.	Carrollton Male and Female Academy.	Alpine, Ga.	Alpine Academy.
Dadeville, Ala.	Dadeville Masonic Institute.	Athens, Ga.	Athens Male Academy.
Greenville, Ala.	South Alabama Female College.	Athens, Ga.	Grove School.
Huntsville, Ala.	Loverly's Industrial Academy.	Athens, Ga.	Academy of the Immaculate Conception.
Lufayette, Ala.	Lafayette Male and Female High School.	Athens, Ga.	St. Peter and St. Paul's School.
Livingston, Ala.	Cedar Grove Academy.	Athens, Ga.	West End Academy.
Tusculum, Ala.	DeShler Female Institute.	Atlanta, Ga.	Atlanta High School.
Bentonville, Ark.	Scientific and Normal School.	Bainbridge, Ga.	Bainbridge Academy.
Clinton, Ark.	Clinton Male and Female Academy.	Ball Ground, Ga.	Ball Ground High School.
Evening Shade, Ark.	Evening Shade High School.	Blairsville, Ga.	Blairsville High School.
Forrest City, Ark.	Forrest City School.	Budton, Ga.	Budton Academy.
Prairie Grove, Ark.	Prairie Grove Institute.	Bond's Mill, Ga.	Bond's Academy.
Texarkana, Ark.	Texarkana Gymnasium.	Boston, Ga.	Boston Academy.
Clayville, Cal.	Lifton Springs School.	Brasswell, Ga.	Brasswell High School.
Oakland, Cal.	Miss Bisbee's School for Young Ladies.	Brooks's Station, Ga.	Brooks's Station Academy.
Oakland, Cal.	St. Joseph's Academy.	Buford, Ga.	Buford Academy.
Sacramento, Cal.	Sacramento Select School.	Butler, Ga.	Butler Female College and Male Institute.
San Francisco, Cal.	College of Notre Dame of San Francisco.	Cannaik, Ga.	Cannaik Academy.
San Francisco, Cal. (920 Van Ness avenue).	Van Ness Seminary.	Canton, Ga.	Cherokee High School.
San Francisco, Cal. (922 Post st.)	Zetiska Institute.	Carrollton, Ga.	Carroll Masonic Institute.
San Mateo, Cal.	Laurel Hall.	Cartersville, Ga.	Carroll High School.
Vacaville, Cal.	California Normal College.	Cartersville, Ga.	The African Methodist Episcopal High School.
Denver, Colo.	Colorado Seminary.	Cartersville, Ga.	Mrs. Baker's Select School.
Denver, Colo.	Wolfe Hall.	Cartersville, Ga.	Cartersville High School.
Clinton, Conn.	Morgan School.	Cartersville, Ga.	Cartersville Seminary.
Glastonbury, Conn.	Glastonbury Academy.	Cartersville, Ga.	Church Street School.
Haddam, Conn.	Brainard Academy.	Cartersville, Ga.	Douglas Street School.
Kent, Conn.	Select School for Boys and Girls.	Chapley, Ga.	Chapley High School.
New Milford, Conn.	Adelphic Institute.	Cochran, Ga.	Cochran Academy.
Washington, Conn.	The Gunnery.	Columbus, Ga.	Concord Academy.
Troyer, Dak.	Troyer University.	Concord, Ga.	Dewey's Select School for Girls.
Felton, Del.	Felton Seminary.	Corinth, Ga.	Concord Academy.
Milford, Del.	Milford Select School.	Corinth, Ga.	Corinth High School.
Washington, D. C. (1312 Massachusetts avenue).	Academy of the Holy Cross.	Crawford, Ga.	Crawford Academy.
Washington, D. C. (1018 17th st. n. w.)	English and French Boarding and Day School.	Crawfordville, Ga.	Crawfordville Academy.
Washington, D.C. (1530 I st. n.w.)	Mt. Vernon Institute.	Culloden, Ga.	Culloden High School.
Washington, D.C. (1212-1214 14th street).	Norwood Female Institute.	Cusseta, Ga.	Cusseta Academy.
Pensacola, Fla.	Christ Church School.	Dalton, Ga.	Dalton High School.
Adairsville, Ga.	Cedar Creek High School.	Dublin, Ga.	Dublin Academy.
Albany, Ga.	Albany Female Seminary.	Easton, Ga.	Easton Male and Female Academy.
		Fairburn, Ga.	Fairburn Academy.
		Fairburn, Ga.	Select English and Classical School.
		Feagin, Ga.	Anthion Academy.

Flowers Branch, Ga.
 Forsyth, Ga.
 Fort Gaines, Ga.
 Franklin, Ga.
 Gantons Valley, Ga.
 Grangersville, Ga.
 Greenville, Ga.
 Greensboro, Ga.
 Greensborough, Ga.
 Griffin, Ga.
 Haralson High School.
 Haselton, Ga.
 Houghton High School.
 Irvinton, Ga.
 Jankinsville, Ga.
 Jersey, Ga.
 Kartah, Ga.
 Kingston, Ga.
 LaGrange, Ga.
 Liberty Hill High School.
 Lost Mountain, Ga.
 Lumpkin, Ga.
 Luthersville, Ga.
 McDonough, Ga.
 Macon, Ga.
 Madison, Ga.
 Marietta, Ga.
 Marietta High School.
 Milner, Ga.
 Monticello, Ga.
 Norcross, Ga.
 Norwood, Ga.
 Norwood, Ga.
 Oneida, Ga.
 Pleasant Hill, Ga.
 Pleasant Hill School.
 Puckett Station, Ga.
 Putnam, Ga.
 Putnam High School.
 Reynolds, Ga.
 Reynolds Male and Female Institute.
 Riddleville, Ga.
 Rock Springs, Ga.
 Rome, Ga.
 Rutledge, Ga.
 Sandersville High School.
 Sasser, Ga.
 Savannah, Ga.
 Senoia, Ga.
 Sharpsburgh, Ga.
 Smyrna High School.
 Social Circle, Ga.

Flowers Branch High School.
 Jackson Academy.
 Franklin Institute.
 Oak Grove Academy.
 Lebanon High School.
 Greenville High School.
 Greenville Select School.
 Greensborough High School.
 Porter High School.
 Haralson High School.
 Houghton High School.
 Talmage Institute.
 Thompson's Academy.
 Ragan Institute.
 Farmersville Academy.
 Kingston High School.
 La Grange Seminary.
 Liberty Hill High School.
 Lost Mountain Academy.
 Lumpkin High School.
 Luthersville High School.
 McDonough High School.
 Alexander School.
 Fomate High School.
 Temperance Hill High School.
 Marietta High School (male).
 Milner High School.
 Monticello Female Academy.
 Norcross High School.
 Brinkley Academy.
 Norwood Academy.
 Pine Log Masonic Institute.
 Armuchee High School.
 Pleasant Hill School.
 Puckett Station Academy.
 Glenn Holley Academy.
 Putnam High School.
 Reynolds Male and Female Institute.
 Mt. Vernon Institute.
 Rock Spring High School.
 Rome Academy.
 Rutledge High School.
 Sandersville High School.
 Sasser High School.
 Georgia Military Academy.
 Senoia High School.
 Sharpsburgh Academy.
 Smyrna High School.
 Social Circle Academy.

Spring Place, Ga.
 Stillville, Ga.
 Stillville High School.
 Swainsborough Institute.
 Swainsborough Academy.
 Sylvanna Academy.
 Talking Rock High School.
 Society Hill Academy.
 Augusta District High School.
 George T. Pierce Institute.
 Thomson Select School.
 Tunnel Hill High School.
 Turin Academy.
 Union Point High School.
 Sandy Mount Academy.
 Vienna Institute.
 Rheinhardt Institute.
 Randolph High School.
 Warrenton Academy.
 Washington Female Seminary.
 Washington Male Academy.
 Oldham Hall.
 Way Cross Academy.
 Waynesborough High School.
 Moss High School.
 Winterville Academy.
 Winterville High School.
 Wrightsville High School.
 Zebulon High School.
 St. Joseph's Female Academy.
 Mount St. Joseph's College.
 Dearborn Seminary.
 Kiplaud School.
 Park Institute.
 Howe Literary Institute.
 Monticello Ladies' Seminary.
 Young Ladies' Altneuen.
 St. Rose's Parochial School.
 St. Vincent's School.
 St. Maur Hall.
 Grand Prairie Seminary, Commercial College, and Conservatory of Music.
 St. Francis Xavier's Academy.
 Pana Academy.
 St. Mary's Institute.
 Sparta High School.
 Bettie Stuart Institute.
 Academy of Our Lady of the Sacred Heart.
 Dover Hill Academy.
 Academy of the Immaculate Conception.
 St. Mary's Academy.
 Spiceland Academy.
 St. Bernard's School.
 Broda, Iowa.

List of institutions for secondary instruction from which no information has been received—Continued.

Location.	Name.	Location.	Name.
Davenport, Iowa.....	St. Katherine's Hall.	Baltimore, Md. (219 Hamilton terrace).	The Misses Rheingardt's School.
Jefferson, Iowa.....	Jefferson Academy.	Baltimore, Md. (253 Hoffman st.).	Roland Academy.
Lynnville, Iowa.....	Lynnville Academy.	Baltimore, Md. (71 Bolton st.)....	School for Girls.
Ottumwa, Iowa.....	Ottumwa Seminary.	Catoonsville, Md.....	Mount de Sales Academy.
Pattersonville, Iowa.....	Pattersonville Educational Institute.	College of St. James, Md.....	College of St. James Grammar School.
Waukon, Iowa.....	Waukon Seminary.	Greenwood, Md.....	Greenwood Institute.
Oswego, Kans.....	College for Young Ladies.	Hagerstown, Md.....	Practical School.
Tonguoxie, Kans.....	College Academy.	Bolton, Mass.....	Houghton School.
Anchorage, Ky.....	Jefferson Seminary and Kentucky Presbyterian Normal School.	Boston, Mass. (68 Chestersquare).	Home and Day School for Boys.
Bowling Green, Ky.....	Select School.	Boston, Mass. (68 Chestnut st.)....	Stone's Classical School for Boys.
Calvary, Ky.....	Calvary Academy.	Bradford, Mass.....	Carlton's Home and Day School for Boys.
Farmers, Ky.....	Union Graded School.	Fall River, Mass.....	Bradford-Matthew Chaloner-Durfee High School.
Frankfort, Ky.....	Kentucky Electric Institute.	Lowell, Mass.....	St. Patrick's Female Academy.
Louisville, Ky.....	Louisville Rugby School.	Marion, Mass.....	Tabor Academy.
Madisonville, Ky.....	Madisonville Academy.	Welchley Hills, Mass.....	Home School.
Minerva, Ky.....	Minerva Male and Female College.	Westborough, Mass.....	Willow Park Seminary.
Morganfield, Ky.....	Union Academy.	Owasso, Mich.....	Oakside School.
Paducah, Ky.....	University of Paducah.	Excelsior, Minn.....	Excelsior Academy.
Paris, Ky.....	Garth Female Institute.	Faribault, Minn.....	Shattuck School.
Shelbyville, Ky.....	Select School.	Hokah, Minn.....	St. Mary's School.
Springfield, Ky.....	Academy of St. Catherine of Sienna.	Rochester, Minn.....	Academy of Our Lady of Lourdes.
Coushatta, La.....	Coushatta Male and Female Institute.	Rochester, Minn.....	Rochester Seminary and Normal School.
Monroe, La. (Ouachita Parish)....	St. Hyacinth's Academy.	St. Paul, Minn.....	Assumption School.
New Orleans, La. (301 St. Andrew street).	Peabody Academy for Young Ladies.	Brookhaven, Miss.....	Brookhaven Male Academy.
New Orleans, La. (35 Derbigny street).	St. James Academy and Industrial Seminary.	Grenada, Miss.....	Pleasant Hill Masonic Male and Female Institute.
New Orleans, La. (506 Pryfania street).	Sixth District Institute and Kindergarten.	Pleasant Hill, Miss.....	Sardis Graded School.
New Orleans, La.....	Mount Carmel Convent.	Savits, Miss.....	German Lutheran School.
Farmington, Me.....	Abbott Family School for Boys at Mount Little Blue.	Cape Girardeau, Mo.....	Immanuel's School.
Foxcroft, Me.....	Foxcroft Academy.	Central, Mo.....	Charleston Institute.
Fremont, Me.....	Fremont Academy.	Farmington, Mo.....	Hannibal City College.
Hampden, Me.....	Hampden Academy.	Hannibal, Mo.....	Henderson Academy.
Hartland, Me.....	Hartland Academy.	Hurdland, Mo.....	Hurdland Academy and Business College.
Lee, Me.....	Lee Normal Academy.	Kirkwood, Mo.....	Kirkwood Seminary.
Litchfield Corners, Me.....	Litchfield Academy.	Macon, Mo.....	St. Agnes Hall.
Baltimore, Md.....	Bryn Mawr Quaker Academy.	Maryville, Mo. (Meramec street).	Institute of Sacred Heart.
Baltimore, Md. (29-33 N. Holiday street).	F. Knapp's Institute.	Parkville, Mo.....	St. Joseph's School.
Baltimore, Md. (798 W. Baltimore more street).	Newton Academy.	St. Charles, Mo.....	Academy of the Sacred Heart.
		Belena, Mont.....	St. Vincent's Academy.
		Bellevue, Nebr.....	Bellevue College.
		Lincoln, Nebr.....	St. Clair Hall.
		Omaha, Nebr.....	St. Catherine's Academy.

Chester Academy.	Bakersville, N. C.
Franklin Academy.	Bush Hill, N. C.
English, French, and German School for Young Ladies.	Charlotte, N. C.
Belvidere Seminary.	Glover Orchard, N. C.
Mount St. Dominic's Academy.	Concord, N. C.
Elizabeth Institute.	Farmington, N. C.
Home Seminary.	Farmville, N. C.
Academy of the Sacred Heart.	Goldsbrough, N. C.
German-American School and Classical Academy in the Martha Institute.	Hamilton, N. C.
Boarding and Day School for Young Ladies and Children.	Hendersonville, N. C.
Pennington Institute.	Hickory, N. C.
The Heights Academy.	Hillsborough, N. C.
St. Nicholas Academy.	Leicester, N. C.
Santa Fé Academy.	Mooreville, N. C.
St. Elizabeth Seminary.	Morrisville, N. C.
Cayuga Lake Military Academy.	Palmerville, N. C.
Bridgmanpton Literary and Commercial Institute.	Paneto, N. C.
Brooklyn, N. Y.	Pineville, N. C.
Buffalo, N. Y.	Princeton, N. C.
Chappaqua, N. Y.	Raleigh, N. C.
Cherry Valley Institute.	Shelby Academy.
Eastern Institute.	Washington Male and Female Academy.
Friendship Academy.	Waynesville, N. C.
Elmwood Commercial and Select School.	Webb, N. C.
Glens Falls Academy.	Albany, Ohio (P. O. Lee)
Hempstead Institute.	Barlett, Ohio
Academy of Our Lady of Perpetual Help.	Develly, Ohio
Hudson Academy.	Chilwell, Ohio
Miss McMaster's School.	Columbus, Ohio
Trinity School.	Toledo, Ohio
English and French School for Girls.	Twinsburg, Ohio
Miss Spring's Private School.	Urbana, Ohio
Wells' Family School for Boys.	Jacksonville, Oreg.
Miss Wreake's Boarding and Day School for Young Ladies and Children.	Lakeview, Oreg.
Granville Military Academy.	Bethlehem, Pa.
Poughkeepsie Military Institute.	Batler, Pa.
St. Mary's School.	Darby, Pa.
Rochester Female Seminary.	Eldersridge, Pa.
Washington Academy.	Germanstown, Pa. (Wayne ave.)
Mount Pleasant Military Academy.	Johnstown, Pa.
Griffith Institute and Springville Union School.	Kimberton, Pa.
Oakwood Seminary.	Loretto, Pa.
Warwick Institute.	Oxford, Pa.
Wilton Seminary.	Philadelphia, Pa. (140 N. 16th st.)
Yates Academy.	Philadelphia, Pa. (255 S. 42d st.)
Oak Hill Seminary.	Philadelphia, Pa. (5511 Hamilton street)
Ashpole Institute.	Philadelphia, Pa. (4635 Chestnut street)

Bakersville Normal Institute.	Quinnipiac Collegiate Institute.
Frazier's High School.	St. Joseph's Academy.
Macon School.	Ursuline Convent of the Sacred Heart.
Bethel Academy.	Twinsburg Institute.
Male High School.	Urbana University Home and Day School.
Farmington Male and Female Academy.	St. Mary's Academy for Young Ladies.
Farmville Collegiate Institute.	Lake View Institute.
Goldsbrough Graded High School.	Bethlehem Academy.
Hamilton Institute.	Witherspoon Institute.
Judson College.	Darby Friends' School.
Highland Academy.	Eldersridge Classical and Normal Academy.
Mount St. Joseph's Academy of the Blue Ridge.	Church School for Boys.
Misses Nash and Kollock's School.	English and Classical School.
Jonesborough High School.	Piekering Institute.
Brown Seminary.	St. Aloysius Academy.
Mooreville Female Academy.	Oxford Academy.
Morrisville Institute.	Friends' Select School for Girls.
Yadkin Mineral Springs Institute.	Girard College for Orphans.
Paneto Male and Female Academy.	Hamilton School.
Carolina Academy.	Home School for Girls.
Princeton School.	West Chestnut Street Institute.
Washington School.	
Shelby Academy.	
Washington Male and Female Academy.	
Waynesville High School.	
Waynesville High School.	
Yadkin High School.	
Albany Enterprise Academy.	
Bartlett Academy.	
Beverly Academy.	
St. Joseph's Academy.	
Ursuline Convent of the Sacred Heart.	
Twinsburg Institute.	
Urbana University Home and Day School.	
St. Mary's Academy for Young Ladies.	
Lake View Institute.	
Bethlehem Academy.	
Witherspoon Institute.	
Darby Friends' School.	
Eldersridge Classical and Normal Academy.	
Church School for Boys.	
English and Classical School.	
Piekering Institute.	
St. Aloysius Academy.	
Oxford Academy.	
Friends' Select School for Girls.	
Girard College for Orphans.	
Hamilton School.	
Home School for Girls.	
West Chestnut Street Institute.	

List of institutions for secondary instruction from which no information has been received—Continued.

Location.	Name.	Location.	Name.
Philadelphia, Pa. (2045 Walnut street).	Walnut Street Seminary for Young Ladies.	Troy, Tenn.	Union City District High School.
Tougalokenamon, Pa.	Tougalokenamon Boarding School.	Williamsport, Tenn.	Male and Female Academy.
Trappe, Pa.	Washington Hall Collegiate Institute.	Woolsey College, Tenn.	New Hope Academy.
Washington, Pa.	Trinity Hall.	Alto, Tex.	Academy of the Sacred Heart of Mary.
West Chester, Pa.	West Chester Friends' High School.	Corstiana, Tex.	Fairfield College.
New Shoreham (Block Island), R. I.	Island High School.	Homer, Tex.	Homer Male and Female High School.
Providence, R. I.	Ursuline Academy.	Houston, Tex. (284 McKenney st.)	St. Joseph's College and Diocesan Seminary.
Columbia, S. C.	Valle Crucis Institute of the Ursulines.	Victoria, Tex.	Willard Academy.
Gaffney, S. C.	Cooper-Limestone Institute.	American Fork, Utah.	Hooper Free School.
Reidville, S. C.	Reidville Female College.	Hooperville, Utah.	Ogden Academy.
Cairo, Tenn.	Cairo Academy.	Burlington, Vt.	St. Joseph's College.
Chapel Hill, Tenn.	Chapel Hill Academy.	Fairfax, Vt.	New Hampton Institution.
Charleston, Tenn.	Charleston High School.	Ludlow, Vt.	Black River Academy.
Evansville, Tenn.	Tennessee Valley College.	St. Albans, Vt.	Villa Barlow Boarding and Select School of the Sisters of Notre Dame.
Gravston, Tenn.	Walnut Grove High School.	Underhill, Vt.	Bell Institute.
Henderson, Tenn.	Henderson Masonic Male and Female Institute.	Williston, Vt.	Williston Academy.
Hollow Rock, Tenn.	West Tennessee Christian College.	Abingdon, Va.	Stonewall Jackson Institute.
Irving College, Tenn.	Irving College.	Bellville, Va.	Yates' Upper Free School.
Liberty, Va.	Masonic Academy.	Bekley's Mills, Va.	Abingdon District High School.
Limesouc, Tenn.	onesborough District High School.	Bowling Green, Va.	Bowling Green Female Seminary.
Long Savannah, Tenn.	Savannah Grove Academy.	Elk Creek, Va.	Elk Creek Academy.
Martin, Tenn.	Martin Male and Female Academy.	Anacortes, Wash. (Fidalgo Island)	Alden Academy.
Memphis, Tenn.	Clara Conway Institute.	Fort Colville, Wash.	Colville Indian Industrial Boarding School for Boys.
Memphis, Tenn.	Morrisdown Male Academy.	Goldendale, Wash.	Goldendale Academy.
Mount Zion, Tenn. (mail, Atoka)	Dyersburgh District High School.	Marsfield, Wis.	St. Mary's Catholic School.
Newbern, Tenn.	Union Seminary.	Oconomowoc, Wis.	Oconomowoc Seminary.
New Market, Tenn.	Holston Seminary.	Silver Lake, Wis.	Institute of the Holy Family.
New Market, Tenn.	New Market Academy.	Laramie City, Wyo.	St. Mary's School.
Rutledge, Tenn.	Madison Academy.		
Smithville, Tenn.	Pure Fountain College.		

Memoranda to Table 28.

Location.	Name.	Remarks.
Green Springs, Ala.	Green Springs School.....	Closed.
Summerville, Ala.	Young Ladies' Academy of the Visitation.	Mail returned.
Talladega, Ala.	Germania Institute	Closed.
Talladega, Ala.	Talladega Male School.....	No such school.
Tuscaloosa, Ala.	Tuscaloosa Male High School.....	Identical with Tuscaloosa Male Academy. (See Table 28.)
Arkadelphia, Ark.	Arkadelphia Baptist High School ...	Closed.
El Dorado, Ark.	Independent High School.....	Closed.
Benicia, Cal.	Young Ladies' Seminary.....	Removed to Santa Cruz.
Gilroy, Cal.	Gilroy Seminary.....	Closed.
San Francisco, Cal. (129 Haight street).	University City College	Name changed to Westminster School.
Stamford, Conn.	Select Boarding and Day School.....	Closed.
Stratford, Conn.	English and Classical School.....	Closed.
Stratford, Conn.	Stratford Institute for Young Ladies.	Closed.
Grand Forks, Dak.	St. Bernard's Ursuline Convent.....	Name changed to St. Bernard's College.
Sioux Falls, Dak.	Dakota Collegiate Institute.....	Name changed to Sioux Falls University, and transferred to Table 39.
Washington, D. C. (lock box 535).	Boys' English and Classical High School.	Identical with Professor Hunt's Preparatory School.
Georgetown, Del.	Georgetown Academy	Public.
Milford Del.	Milford Seminary	Closed.
Bartow County, Ga. (17th district).	Oak Grove High School.....	Mail returned.
Bartow Iron Works, Ga. ...	Union Academy	Mail returned.
Gordon Springs, Ga.	Gordon Spring Institute	Closed.
Griffin, Ga.	Samuel Bailey Male Institute.....	Public.
Helena, Ga.	Helena High School	Mail returned.
Macon, Ga.	Private School for Girls	Discontinued.
Peeksville, Ga.	Peeksville High School.....	Closed.
East Paw Paw, Ill.	Teachers' Institute and Classical Seminary.	Closed.
Green Hill, Ind.	Green High Seminary	Closed.
Iowa City, Iowa.	Preparatory and Normal School	Closed.
Morning Sun, Iowa.	Morning Sun Academy	Closed.
Barboursville, Ky.	Union College	Discontinued for the present.
Bowling Green, Ky.	Southern Normal School and Business College.	Formerly Glasgow Normal School at Glasgow.
Harrisburgh, Ky.	Harrisburgh High School.....	Not in existence.
Paris, Ky.	Lockhart's Classical Institute	Closed.
Taylorsville, Ky.	Spencer Institute.....	Closed.
New Orleans, La. (115 Terpsichore street).	Evangelical Lutheran Progymnasium	Closed.
Baltimore, Md. (438 Eutaw Place).	Eutaw Place School.....	Mail returned.
Baltimore, Md.	Franklin Square Academy.....	Closed.
Baltimore, Md. (42 First street).	Mount Royal Institute	Closed.
Baltimore, Md. (cor. North and Maryland avenues).	Pen Lucy Select School for Boys and Girls.	Closed.

Memoranda to Table 28—Continued.

Location.	Name.	Remarks.
Baltimore, Md. (89 McCulloh street).	Miss Yeate's School and Kindergarten.	Closed.
Boston, Mass. (91 Newbury street).	Mrs. Newhall's School for Girls and Young Ladies.	Closed.
Boston, Mass. (5 Otis Place).	Otis Place School	Closed.
Daleville, Miss	Cooper Institute.....	Name changed to Cooper Normal College. Closed.
Holly Springs, Miss.....	Holly Springs Normal Institute	Closed.
Kosciusko, Miss	Kosciusko Male and Female Institute.	Closed.
Waltham, Miss.....	Waltham Male and Female High School.	Public.
Brookfield, Mo.....	Brookfield Academy.....	Name changed to Brookfield College.
Bunceton, Mo.....	Parrish Collegiate Institute.....	Name changed to Parrish Academy.
Gibbon, Nebr.....	Nebraska Baptist Seminary	Closed.
Marlow, N. H.....	Marlow Academy.....	Public.
Hoboken, N. J. (106 Bloomfield street).	German-American School.....	Elementary.
Morristown, N. J.....	Miss Stevenson's French and English Boarding and Day School for Young Ladies and Little Girls.	Closed.
Newark, N. J. (10 Beacon street).	Beacon Street German-American School.	Closed.
Newark, N. J. (35 Morton street).	First German and English Presbyterian School.	Closed.
Newark, N. J. (19 Green street).	German-American Elementary and High Grammar School.	Closed.
Newark, N. J.....	Twelfth Ward German-English School	Elementary.
Salem, N. J. (274 E. Broadway).	Phillips' School.....	Removed to Pennsville and not fully established.
Binghamton, N. Y.....	Binghamton Institute	Closed.
Brooklyn, N. Y. (185 Lincoln Place).	Berkeley Institute for Young Ladies.	Formerly Prospect Park Collegiate Institute for Young Ladies.
New Paltz, N. Y.....	New Paltz Academy	Now a State normal school with an academic department.
New York, N. Y. (20 East 62d street).	Professor and Madame Colin's School for Young Ladies and Children.	Formerly French Protestant Institution.
New York, N. Y. (574 Fifth avenue).	Messrs. Hollady and Tupper's Private School for Boys.	Closed.
New York, N. Y. (Riverdale P. O).	St. Vincent Free School.....	Public.
Sherman, N. Y.....	Sherman Union School and Academy.	Public.
Tarrytown, N. Y.....	Starr's Military Institute.....	Closed temporarily.
Henderson, N. C.....	Henderson Male Academy.....	Formerly Ellsworth School.
Trap Hill, N. C.....	Trap Hill Normal Institute.....	Name changed to Fair View Seminary.
Warrenton, N. C.....	Warrenton Female Institute	Suspended.
Gambier, Ohio	Harcourt Place Academy.....	Closed, preparatory to being opened as a school for girls.
Ashland, Oreg	Ashland College and Normal School..	Temporarily closed.
Damascus, Pa.....	Union Academy	Closed.
Downingtown, Pa.....	Chester Valley Academy.....	Removed to Mount Holly, N. J., and known as Mount Holly Academy.
Jersey Shore, Pa.....	Eclectic Institute	Closed.
Philadelphia, Pa. (2105 Spruce street).	Miss Bennett's School	Elementary.
Philadelphia, Pa. (4th and Green streets).	Friends' School.....	Elementary.
Bluffton, S. C.....	Polytechnic and Industrial Institute..	Not in existence.
Blountville, Tenn.....	New Bethel Institute.....	Not in existence.
McMinnville, Tenn.....	Waters and Walling College.....	Closed.

Memoranda to Table 28—Continued.

Location.	Name.	Remarks.
Nettle Carrier, Tenn.....	Alpine Academy	Suspended.
Pulaski, Tenn	Giles College	Name changed to Pulaski High
Clarksville, Tex	Clarksville High School	School. Public.
Greenville, Tex.....	Greenville Graded School.....	Public.
Houston, Tex	Houston Seminary.....	Closed.
Louisa Court House, Va ...	Louisa Female Seminary	Closed.
Centralia, Wash	Grace Seminary.....	Closed.
St. Albano, W. Va	Shelton College	Closed.
Fond du Lac, Wis	Merrille Institute	Closed.
Fox Lake, Wis.....	Fox Lake Seminary	Closed.
Milwaukee, Wis	St. Mary's Institute.....	Closed.

TABLE 29.—*Statistics of schools, academies, or departments thereof devoted to the prep inquiries by the United*

(NOTE.—0 sig

	Post-office address.	Name.	Principal.
	1	2	3
1	Tuskaloosa, Ala.....	University High School.....	W. H. Verner.....
2	Arkadelphia, Ark.....	State Baptist College.....	Jno. Conger.....
3	Belmont, Cal.....	Belmont School.....	W. T. Reid.....
4	Healdsburg, Cal.....	Healdsburg College.....	Sidney Brownsberger, A. M.....
5	Napa, Cal.....	Oak Mound School.....	C. M. Walker.....
6	Oakland, Cal.....	Oakland High School.....	J. B. McChesney.....
7	Oakland, Cal.....	California Military Academy.....	Wm. H. O'Brien.....
8	Red Bluff, Cal.....	Red Bluff Academy.....	I. S. Crawford, Ph. B.....
9	Del Norte, Colo.....	Presbyterian College of the South-west.	Rev. Geo. M. Darley.....
10	Denver, Colo.....	Jarvis Hall.....	Rev. J. Eldred Brown, A. M.....
11	Hartford, Conn.....	Hartford Public High School.....	Joseph Hall, M. A.....
12	Middletown, Conn.....	Wilson Grammar School *.....	E. H. Wilson, A. M.....
13	Milford, Conn.....	Elmwood School for Boys.....	Frank M. Howe, sup't.....
14	New Haven, Conn.....	Hopkins Grammar School.....	George L. Fox, M. A.....
15	Norwich, Conn.....	Norwich Free Academy.....	Robert P. Keep, Ph. D.....
16	Suffield, Conn.....	Connecticut Literary Institution.....	Martin H. Smith, A. M.....
17	Woodstock, Conn.....	Woodstock Academy.....	Geo. D. Lord, A. B.....
18	Yankton, Dak.....	Yankton College.....	Rev. Joseph Ward, D. D.....
19	Washington, D. C.....	Columbia College Preparatory School.	Andrew P. Montague, A. M.....
20	Augusta, Ga.....	Academy of Richmond County.....	C. H. Withrow.....
21	Dawson, Ga.....	South Georgia Male and Female College.	Morgan L. Parker, A. B., president.
22	Valdosta, Ga.....	Valdosta Collegiate and Normal Institute.	J. H. Tappan, A. B.....
23	Lewiston, Idaho.....	Lewis Collegiate Institute.....	Rev. Levi Tarr, A. M., pres't..
24	Chicago, Ill. (1832-1836 Michigan Boulevard).	Allen Academy *.....	Ira W. Allen, A. M., LL. D.....
25	Chicago, Ill. (2101 Indiana avenue).	Harvard School.....	John J. Schobinger, John C. Grant.
26	Chicago, Ill. (312 Chicago avenue).	University School.....	C. N. Fessenden, A. B.....
27	Galesburgh, Ill.....	Knox Academy.....	Geo. Churchill, A. M.....
28	Morgan Park, Ill.....	Morgan Park Military Academy..	Capt. Ed. N. Kirk Talcott, superintendent.
29	River Forest, Ill.....	River Forest Institute.....	Webster Hakes, A. B.....
30	Fort Wayne, Ind.....	Fort Wayne College.....	Rev. W. F. Yocum, A. M., D. D.....
31	Indianapolis, Ind.....	Indianapolis Classical School for Boys.	Thos. L. Sewall, A. B.....
32	Indianapolis, Ind.....	Indianapolis Classical School for Girls.	Thos. L. Sewall, A. B., and Mrs. May Wright Sewall, A. M.
33	Roanoke, Ind.....	Roanoke Classical Seminary.....	D. N. Howe, A. M.....
34	Burlington, Iowa.....	Burlington College*.....	Rev. E. C. Spinney, D. D.....
35	Davenport, Iowa.....	Kemper Hall.....	Rev. P. C. Wolcott, M. A., S. T. B., headmaster.
36	Waverly, Iowa.....	Wartburgh College.....	Rev. G. Grossman.....
37	Paris, Ky.....	Private School.....	W. L. Yerkes.....
38	South Carrollton, Ky.....	West Kentucky Classical and Normal College.	E. D. Smith, A. M., president.....
39	Auburn, Me.....	Edward Little High School*.....	Charles H. Clark.....
40	East Machias, Me.....	Washington Academy*.....	Charles A. Black, A. M.....
41	Fryeburgh, Me.....	Fryeburgh Academy.....	Albert F. Richardson, A. M.....
42	Hebron, Me.....	Hebron Academy.....	William E. Sargent, A. M.....
43	Houlton, Me.....	Houlton Academy.....	Arthur M. Thomas, A. M.....
44	Lewiston, Me.....	Nicol's Latin School*.....	Ivory F. Frisbee, A. M.....
45	North Parsonfield, Me.....	Parsonfield Seminary and Piper Free High School.	N. Currier.....

* From Report of the Commissioner of Education for year 1884-'85.

ation of pupils for universities, colleges, or scientific schools, for 1885-'86; from replies to States Bureau of Education.

ities none.)

Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Number of instructors.	Pupils.			Age required for admission.	Number of years in full course of study.	Number of volumes in library.	Annual charges to each student for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	
				Number preparing for classical course in college.	Number preparing for scientific course in college or scientific school.	Number of other pupils.							
4	5	6	7	8	9	10	11	12	13	14	15	16	
1886	1886	.....	2	.....	50	10	.....	.....	600	.....	.....	\$12,000	1
1887	1886	Baptist	7	30	40	137	.....	.....	700	40, 50	\$120	8,000	2
.....	1885	Non-sect.	6	27	0	14	11	5	500	500	200	30,000	3
1882	1882	7th B. A.	13	.....	.....	181	.....	.....	350	40	.....	50,000	4
.....	1873	.....	4	3	10	47	8	3	250	70	300	5,000	5
.....	1869	Non-sect.	12	27	50	370	14	3	500	.....	.....	30,000	6
.....	1865	Non-sect.	11	14	43	28	11	3	1,800	100	200	60,000	7
.....	1878	.....	3	5	4	65	.....	4	150	60	180	9,000	8
1883	1883	Presb.	4	25	9	.....	10	7	612	36	144	30,300	9
.....	1868	P. E.	5	3	.....	25	.....	3	1,000	80	380	10,000	10
.....	1887	Non-sect.	17	.....	120	380	.....	.....	1,300	80	.....	315,000	11
.....	1884	Cong	2	15	.....	5	10	4	300	80-100	400	15,000	12
1881	1884	.....	4	.....	16	.....	.....	.....	1,200	500	.....	30,000	13
1860	1864	Non-sect.	5	.....	.....	90	11	5	40	80	.....	.....	14
1854	1856	Non-sect.	9	50	10	190	.....	4	6,000	15	160	200,000	15
1833	1833	Baptist	3	20	15	10	.....	3	1,800	36	140	100,000	16
1802	1802	Cong	3	6	3	30	.....	3	1,100	25	140	20,000	17
1881	1882	Cong	6	22	.....	25	.....	4	2,200	30-36	108	40,000	18
1821	1821	Non-sect.	8	16	6	80	10	5	.....	80	.....	28,000	19
1783	1783	Non-sect.	4	.....	.....	97	10	4	0	15	120	100,000	20
1882	1881	.....	8	35	30	53	.....	4	600	30	125	5,000	21
.....	1886	Non-sect.	4	.....	39	10	.....	.....	0	.....	.....	14,000	22
1882	1882	M. E.	4	.....	27	46	.....	.....	500	36	.....	20,000	23
.....	1874	Non-sect.	13	25	23	45	6	5	2,475	60-200	300-400	.....	24
0	1871	Non-sect.	11	30	25	55	.....	4, 5	250	200	.....	30,000	25
.....	1876	.....	6	.....	.....	60	10	.....	.....	.....	.....	.....	26
1837	1837	Pres. & Cong	7	62	22	69	14	3	.....	25	150	.....	27
0	1873	Non-sect.	6	.....	51	61	.....	5	.....	(400)	.....	.....	28
.....	1879	.....	6	.....	.....	51	8	3	.....	100	200	.....	29
1847	1847	M. E.	11	5	15	120	.....	4, 5	.....	32	100	60,000	30
1880	1876	.....	8	.....	60	8	.....	5	.....	100	.....	8,000	31
1880	1882	.....	10	.....	.....	148	6	5	.....	60-120	420	15,000	32
1860	1860	U. B.	5	20	15	80	12	4	.....	25	125	4,000	33
1852	1852	Baptist	10	.....	.....	170	13	4	3,000	40	100	50,000	34
.....	1885	P. E.	5	.....	25	10	.....	4	.....	50	325	.....	35
1885	1885	Ev. Luth.	4	19	23	20	.....	.....	1,000	(80)	.....	15,000	36
.....	1872	Non-sect	1	14	.....	21	12	3-4	.....	75	.....	1,800	37
1872	1872	Non-sect	4	.....	25	28	.....	.....	100	40	.....	7,000	38
1870	1870	Non-sect	5	48	.....	122	.....	6	1,400	624	.....	50,000	39
1793	.....	Non-sect	2	12	6	43	13	3, 4	100	12	117	25,000	40
1792	1792	Cong	6	10	5	158	.....	3	600	18	108	15,000	41
1804	1805	Baptist	6	10	6	94	.....	4	1,000	15-21	108	10,000	42
1847	1847	Baptist	7	18	0	111	.....	3	275	20	125	10,000	43
1868	1868	Fr. Baptist	6	.....	.....	.....	.....	3	.....	27	.....	.....	44
.....	1881	Non-sect	3	.....	13	36	.....	.....	50	(c)	.....	.....	45

a As University High School. b Free to residents. c Free to residents; others, \$4 to \$5 per term

TABLE 29.—Statistics of schools, academies, or departments thereof devoted to the prepara

(NOTE.—0 sig

	Post-office address.	Name.	Principal.
	1	2	3
46	Pittsfield, Me	Maine Central Institute	J. H. Parsons, A. M.
47	Presque Isle, Me.	St. John's English and Classical School.	Rev. William T. Elmer, M. A., headmaster.
48	Waterville, Me	Coburn Classical Institute	J. H. Hanson, LL. D.
49	West Lebanon, Me	West Lebanon Academy	George H. Gould
50	Baltimore, Md. (cor. McCulloh and Preston sts.)	Friends' Elementary and High School.	Eli M. Lamb
51	Ellicott City, Md	Maupin's University School	Chapman Maupin, M. A.
52	Rockville, Md	Rockville Academy	Cooke D. Luckett
53	Andover, Mass	Phillips Academy	Rev. C. F. P. Bancroft, PH. D.
54	Ashburnham, Mass	Cushing Academy	James E. Vose
55	Boston, Mass. (cor. Boylston and Berkeley streets).	Berkeley School	Taylor, De Meritte & Hagar.
56	Boston, Mass. (259 Boylston street).	Chauncy Hall School	Ladd & Daniel
57	Boston, Mass.	Girls' Latin School*	John Tetlow, A. M.
58	Boston, Mass. (174 Tremont street).	Private Classical School*	George W. C. Noble
59	Boston, Mass. (18 Boylston Place).	Private School for Boys	Albert Hale
60	Boston, Mass. (Warren avenue).	Public Latin School	Moses Merrill, PH. D., headmaster.
61	Cambridge, Mass. (35 Lee street).	Cambridge Latin School	William F. Bradbury, headmaster.
62	Cambridge, Mass. (13 Apian Way.)	Day and Family School for Boys	Joshua Kendall
63	Cambridge, Mass. (Broadway and Fayette streets).	English High School	Frank A. Hill
64	Concord, Mass.	Public High School	William L. Eaton
65	Easthampton, Mass	Williston Seminary	William Gallagher
66	Everett, Mass	Preparatory Department in Home School for Young Ladies.	Mrs. A. P. Potter
67	Groton, Mass.	Groton School	Rev. Endicott Peabody, LL. D.
68	Groton, Mass.	Lawrence Academy	Rev. Nathan Thompson, A. M.
69	Leicester, Mass.	Leicester Academy*	Caleb A. Page, A. M.
70	Natick, Mass.	Preparatory Home School (Mrs. A. P. Potter).	Mrs. A. P. Potter
71	Northampton, Mass.	Classical School for Girls	Miss Bessie T. Capen
72	Northborough, Mass	Allen Home School	Edward A. H. Allen, C. E.
73	Plymouth, Mass.	Mr. Knapp's Home School for Boys.*	Frederick N. Knapp
74	Shelburne Falls, Mass.	Arms Academy	Hervey S. Cowell, A. M.
75	Southborough, Mass.	St. Mark's School	William E. Peck, headmaster
76	South Braintree, Mass.	Thayer Academy	J. B. Sewall, A. M.
77	South Byfield, Mass.	Dummer Academy	John W. Perkins, A. M.
78	South Williamstown, Mass.	Greylock Institute*	George F. Mills, A. M.
79	Stockbridge, Mass.	Edwards Place School	Ferdinand Hoffman
80	Taunton, Mass.	Bristol Academy	Frederic Farnsworth, A. M.
81	West Bridgewater, Mass	Howard Collegiate Institute*	Helen Magill, PH. D.
82	West Newton, Mass.	West Newton English and Classical School.	Nathaniel T. Allen
83	Worcester, Mass	Oread Institute	John Alden Thayer
84	Worcester, Mass.	Worcester Academy	D. W. Abercrombie, A. M.
85	Orchard Lake, Mich.	Michigan Military Academy	Col. J. Sumner Rogers, supt.
86	College Mound, Mo.	Pauline Holiness College	Jaspar A. Smith, A. M.
87	Macon, Mo	St. James Military Academy	Rev. E. Talbot, M. A.
88	Odessa, Mo.	Odessa College	W. M. Beach, A. M.
89	Paynesville, Mo	Paynesville Pritchett School Institute.	W. H. Pritchett, A. M.

* From Report of the Commissioner of Education for year 1884-'85.

tion of pupils for universities, colleges, or scientific schools, for 1855-'86, &c.—Continued.
nifies none.)

Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Pupils.				Age required for admission.	Number of years in full course of study.	Number of volumes in library.	Annual charge to each student for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.
			Number of instructors.	Number preparing for classical course in college.	Number preparing for scientific course in college or scientific school.	Number of other pupils.						
4	5	6	7	8	9	10	11	12	13	14	15	16
1866	1866	Fr. Baptist	8	34	23	167	.....	3	700	\$24	\$90	\$45,000
.....	1884	P. E	3	10	10	15	.....	5	100	36	164	47
1842	1829	Baptist	5	.....	60	60	.....	3	260	24	120	50,000
1850	1850	Non-sect	2	1	.....	45	0	3	250	10-24	120	2,000
0	1864	Friends	10	0	10	233	8	4	4,000	30-100	.....	35,000
0	1883	Non-sect	4	9	3	29	10	.....	250	60-80	253	12,000
1805	1808	Non-sect	2	7	7	30	.....	.....	.....	32-82	200	25,000
1780	1778	Non-sect	9	183	119	0	0	4	2,900	60	300	100,000
1865	1875	Non-sect	9	12	0	93	.....	4	2,000	25	130	90,000
.....	1884	Non-sect	14	8	5	96	5	1,3	.....	80-240	.....	6200
0	1828	Non-sect	28	7	8	256	4-21	6	441	88-208	.....	108,000
.....	1878	Non-sect	8	.....	.....	.....	11	6	450	(d)	.....	37
.....	1866	Non-sect	5	70	.....	.....	.....	6	.....	.....	200	58
0	1883	Non-sect	4	.....	30	.....	.....	.....	.....	200	.....	59
1835	1695	Non-sect	13	434	.....	.....	11	6	3,775	0	.....	750,000
0	1847	Non-sect	6	175	10	0	0	5	400	50	.....	20,000
.....	1865	.....	2	.....	.....	10	10	.....	.....	150	500	1,500
.....	1847	.....	12	0	30	320	.....	4	3,500	0	.....	60,000
.....	1851	.....	4	8	6	77	14	4	.....	f42	.....	10,000
1841	1841	Cong	7	26	.....	49	.....	4	1,500	60	157-350	175,000
.....	1874	.....	7	.....	10	15	.....	.....	.....	75	.....	66
1884	1884	P. E	6	50	.....	.....	12	5	400	(500)	.....	120,000
1793	1793	Non-sect	5	9	5	49	.....	4	2,000	21,30	133	30,500
1784	1784	Non-sect	4	17	6	52	.....	4	.....	26,38	163	10,000
.....	1835	Baptist	6	6	.....	30	.....	4	.....	75	325	7,000
0	1877	Non-sect	15	.....	.....	90	.....	4	2,000	100	400	.....
.....	1882	Non-sect	4	2	4	11	12	4	1,200	100	350	4,000
.....	1867	Non-sect	3	5	5	6	10	4	2,000	(600)	.....	10,000
1860	1880	Non-sect	4	10	5	142	12	4	50	24-27	130	25,000
1865	1865	P. E	5	9	2	49	12	6	1,500	500	200	20,000
1879	1877	Non-sect	6	18	7	51	.....	.....	473	f75	.....	100,000
1783	1763	Cong	4	24	15	9	0	6	500	75	375	20,000
0	1842	Cong	7	13	6	36	12	4	450	60	260	50,000
.....	1855	Non-sect	1	3	1	2	12	.....	500	525	450	.....
1792	1796	Non-sect	8	5	2	157	.....	3	350	32-80	.....	25,000
.....	1883	Non-sect	7	.....	.....	44	12	7	.....	(350)	.....	95,000
1855	1854	Non-sect	14	15	16	50	10	6-8	2,500	75-150	300	30,000
1851	1848	Non-sect	7	1	1	25	.....	4	300	100	350	36,000
1834	1834	Baptist	6	60	20	50	12	4	500	20,45	135	100,000
1877	1877	Non-sect	8	6	15	77	13	4	700	(350)	.....	100,000
.....	1853	Non-sect	5	37	68	.....	.....	.....	.....	15	.....	25,000
1850	1875	P. E	6	.....	27	48	.....	.....	.....	325	.....	25,000
1886	1883	Non-sect	5	.....	.....	126	.....	.....	.....	33	100	10,000
1868	1863	Non-sect	5	25	35	50	.....	6	.....	25-50	150	10,000

a Grounds and buildings.
b Value of apparatus.
c Includes furniture.

d Free to residents.
e Including high-school section of the building.
f For non-residents.

TABLE 29.—Statistics of schools, academies, or departments thereof devoted to the prepara

(NOTE.—0 sig

	Post-office address.	Name.	Principal.
	1	2	3
90	St. Louis, Mo.	Smith Academy	Denham Arnold, A. M.
91	Center Strafford, N. H.	Austin Academy*	I. Copp
92	Concord, N. H.	St. Paul's School*	Rev. Henry A. Coit, D. D.
93	Exeter, N. H.	Phillips Exeter Academy	Walter Quiney Scott, D. D.
94	Meriden, N. H.	Kimball Union Academy	David G. Miller, A. B.
95	Mt. Vernon, N. H.	McCorm Institute*	C. S. Campbell
96	New London, N. H.	Colby Academy*	James P. Dixon, A. M., pres't
97	Beverly, N. J.	Farnum Preparatory School	J. Fletcher Street, A. M.
98	Blairtown, N. J.	Blair Presbyterian Academy	J. H. Shoemaker, A. M., PH. D.
99	Bordentown, N. J.	Bordentown Military Academy	Rev. T. H. Landon, A. M.
100	Englewood, N. J.	Classical and English School	W. W. Smith, A. M.
101	Hackettstown, N. J.	Centenary Collegiate Institute	Rev. Geo. H. Whitney, D. D.
102	Hightstown, N. J.	Peddle Institute*	Rev. John Greene, A. M., PH. D.
103	Hoboken, N. J.	Stevens High School	Rev. Edward Wall, A. M.
104	Lawrenceville, N. J.	Lawrenceville School	Rev. James C. Mackenzie, A. M., PH. D.
105	Morristown, N. J.	Morris Academy	Charles D. Platt, A. M.
106	Newark, N. J.	Newark Academy	S. A. Farrand, PH. D.
107	New Brunswick, N. J.	Rutger's College Grammar School	E. T. Tomlinson, A. M., head- master.
108	Pennington, N. J.	Pennington Seminary	Rev. Thomas Hanlon, D. D.
109	Plainfield, N. J.	Mr. Leal's School	John Leal
110	Princeton, N. J.	Preparatory School	J. Remsen Bishop, B. A.
111	Santa Fé, N. Mex.	University of New Mexico	Rev. Horatio O. Ladd, A. M., president.
112	Astoria, N. Y.	Astoria Latin School	Charles Lyman Shaw
113	Brooklyn, N. Y. (183-185 Lincoln Place).	The Berkeley Institute	Rev. Alfred C. Roe
114	Brooklyn, N. Y. (Montague street).	Brooklyn Latin School for Boys	Caskie Harrison, A. M.
115	Buffalo, N. Y. (94 Johnson Place).	English and Classical School	Lucius E. Hawley, A. M.
116	Cazenovia, N. Y.	Cazenovia Seminary	Rev. Isaac N. Clements, A. M.
117	Claverack, N. Y.	Claverack College and Hudson River Institute	William McAfee, A. M.
118	Fort Edward, N. Y.	Fort Edward Collegiate Institute	Joseph E. King, D. D., PH. D.
119	Hamilton, N. Y.	Colgate Academy	James W. Ford, A. M., PH. D.
120	Havana, N. Y.	Cook Academy	A. C. Hill, A. M.
121	Highland Falls, N. Y.	Highland Falls Academy	Caleb Huse, A. M.
122	Ithaca, N. Y.	Ithaca High School*	D. O. Barto
123	Kingston, N. Y.	Kingston Free Academy	Francis J. Cheney, A. M.
124	Locust Valley (L. I.), N. Y.	Friends' Academy	Arthur H. Tomlinson, B. S.
125	Manlius, N. Y.	St. John's Military School	Rev. John W. Craig, A. B., headmaster.
126	New Brighton (S. I.), N. Y.	St. Austin's School	Rev. Alfred G. Mortimer, B. D.
127	Newburgh, N. Y. (Semi- nary Place).	Siglar's Preparatory School	Henry W. Siglar, M. A.
128	New York, N. Y. (6 E. 44th street).	Berkeley School	Johu S. White, LL. D.
129	New York, N. Y. (51st st., near Madison avenue).	Columbia Grammar School*	R. S. Bacon, A. M., M. D., and E. H. Campbell, A. M.
130	New York, N. Y. (129 6th avenue).	Columbia Institute	Edwin Fowler, A. B.
131	New York, N. Y. (48 2d st.).	De La Salle Institute*	Rev. Brother Alpheus
132	New York, N. Y. (822 Lex- ington avenue).	Heidenfeld Institute	Dr. Theo. E. Heidenfeld

* From Report of the Commissioner of Education for year 1884-'85.

tion of pupils for universities, colleges, or scientific schools, for 1885-'86, &c.—Continued.

nities none.)

Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Number of instructors.	Pupils.			Age required for admission	Number of years in full course of study.	Number of volumes in library.	Annual charge to each student for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	
				Number preparing for classical course in college.	Number preparing for scientific course in college or scientific school.	Number of other pupils.							
													4	5	6	7	8	9	10	11	12	13	14	15	16
1853	1857	Non-sect....	19	59	37	216	11	6	\$70-100		\$75,000	90	
1830	1830	Non-sect....	2	4	0	42		4	500	12	2,000	91	
1855	1856	P. E.	20	244	46	0	12	6	5,200	(500)		92	
1781	1783	Non-sect....	8			269	13	4	1,500	60	300	163,700	93
1813	1815	Cong.	3	10	2	35	14	3	2,500	30	125	20,000	94
1850	1850	Cong.	3		10	51	13	4	1,000	21	108	7,000	95
1837	1836	Baptist ..	6	22	50	74	14	4	1,500	15-30	643-1203	100,000	96
1856	1856	Non-sect....	8	5	10	135	7	4	1,500	30-46	200	40,000	97
0	1848	Presb.	7	27	5	64	13	4	1,000	40	185	60,000	98
.....	1881	Non-sect....	6	29	6	15				(275-325)		15,000	99
.....	1880	.....	5		26	16				106			100
1869	1874	M. E.	14			237			1,300	(225)		216,000	101
1866	1868	Baptist ..	11	15	3	150		3	1,200	(220)		100,000	102
.....	1870	Non-sect....	9	2	78	67	12	3	0	75-150		26,000	103
1883	1883	Presb.	9	112	25		15	4	2,000	100	400	700,000	104
0	1793	Non-sect....	7			38			0	100-120			105
1795	1775	Non-sect....	9	20	30	150		4		100		30,000	106
1770	1770	Reformed...	7	75	40	35		5		52-72	225		107
1839	1840	M. E.	13	6	6	182	12	3	500	40	200	100,000	108
0	1882	.....	6		38	31				100-180			109
0	1877	Non-sect....	4		42	10				100	300	20,000	110
1881	.....	.....	5			132				30	240		111
0	1883	Non-sect....	1		16	8			0	75			112
1886	1883	Non-sect....	8	4		32	10	8		60-132		40,000	113
.....	1883	.....	5	10	3	52	10	4		125,200			114
.....	1885	Non-sect....	1			20	12			60-120			115
1825	1824	M. E.	9	50	30	220	0	3	3,000	30	155	75,000	116
1879	1779	Non-sect....	17	60	30	65	0	2,3	1,400	27-100	150	50,000	117
1854	1854	M. E.	12	15	6	128	13-14	3	500	36	185	80,000	118
1872	1872	Baptist ..	6	80	10	74	13	0,3	1,636	30	76	61,570	119
1872	1873	Baptist ..	9	40	15	100	14	4	1,200	40	140	104,000	120
0	1879	P. E.	3		25	10				(450)		20,000	121
1875	1875	.....	6	5	40	160		4	500	30	400	75,000	122
1795	1774	.....	8	11		200	0	4	1,200	30	168	100,000	123
.....	1876	Friends ..	5	2	4	70	6	5	100	20	175	30,000	124
1881	1869	P. E.	6	10	4	26	10	6	300	(400)		100,000	125
1886	1883	P. E.	10			103	9			(500)		100,000	126
0	1863	Non-sect....	4	23	5	13	9	4	450	75-100	425	30,000	127
0	1880	Non-sect....	14	180	25	0	7-11	7	500	300	650	100,000	128
0	1763	Non-sect....	23	103	65	114	8	5	215	(200)		110,000	129
0	1874	Non-sect....	18		26	72			300	(85-275)		2,500	180
1861	1858	R. C.	12	150	40	60	8	4	2,000	50		150,000	131
.....	1864	.....	12			110	7	7		150	400	35,000	132

a Includes board.

b With additional sub-year.

c Value of apparatus.

TABLE 29.—*Statistics of schools, academies, or departments thereof devoted to the prepara*

(NOTE.—0 sig

	Post-office address.	Name.	Principal.
	1	2	3
133	New York, N. Y. (108 W. 49th street).	New York Latin School	Virginus Dabney
134	New York, N. Y. (148 Elizabeth street).	New York Progymnasium*.....	Rev. E. Bohm, director.....
135	New York, N. Y. (1479, 1485 Broadway).	New York School of Languages..	Henry C. Miller.....
136	New York, N. Y. (20 W. 43d street).	Private School for Boys.....	Arthur H. Cutler, A. B.....
137	New York, N. Y.....	Sachs's Collegiate Institute.....	Dr. Julius Sachs.....
138	New York, N. Y. (Fordham).	St. John's Hall, Preparatory School for Young Boys.	William G. Nowell.....
139	Rochester, N. Y.....	Lutheran Proseminary	Rev. P. E. Kellner.....
140	Rye, N. Y.....	Park Institute *.....	Rev. Scott B. Rathbun, M. A. S. T. B.
141	Schenectady, N. Y.....	Union Classical Institute	Charles S. Halsey, A. M.....
142	Sing Sing, N. Y.....	St. John's School.....	Rev. J. Breckenridge Gibson, D. D.
143	Stapleton, N. Y.....	Staten Island Academy and Latin School.	Frederick E. Partington, A. M..
144	Yonkers, N. Y. (181 Woodsworth ave.).	Prof. Davison's Institute	Rev. I. S. Davison
145	Yonkers, N. Y.....	Hooper's Academy for Boys.....	Rev. M. R. Hooper, M. A.....
146	Rocky Point, N. C.....	Rocky Point High School.....	S. R. Trawick, A. M.....
147	Cincinnati, Ohio (George street, between Smith and John).	Chickering Classical and Scientific Institute.*	W. H. Venable, A. M.....
148	Cincinnati, Ohio (6 West 4th street).	Collegiate School	Messrs. Babin and Wyckoff...
149	Cincinnati, Ohio	Walnut Hills School *.....	Joseph E. White and Gerrit S. Sykes.
150	Gambier, Ohio	Kenyon Grammar School.....	Lawrence Rust, M. A., LL. D.
151	Green Spring, Ohio	Green Spring Academy.....	Paul E. Lauer, A. B., and Morris J. Hale, M. S.
152	Hudson, Ohio	Western Reserve Academy.....	Newton B. Hobart, A. M.....
153	Painesville, Ohio.....	Family School for Young Ladies..	Mrs. Samuel Matthews.....
154	Xenia, Ohio	Xenia College	W. H. De Motte, LL. D.....
155	Bethlehem, Pa.....	Preparatory School for Lehigh University.	William Ulrich
156	Chambersburgh, Pa.....	Chambersburgh Academy	M. R. Alexander, A. B.....
157	Germantown, Pa. (Philadelphia School Lane).	Germantown Academy.....	William Kershaw, A. M., PH. D.
158	Germantown, Pa.....	Walnut Lane School and Wellesley Preparatory.	Miss A. M. Smith and Mrs. T. B. Richards.
159	Kingston, Pa.....	Wyoming Seminary.....	Rev. L. L. Sprague, A. M., D. D..
160	Lancaster, Pa.....	Franklin and Marshall Academy*	Rev. George F. Mull, A. M., rector.
161	Lewisburgh, Pa.....	University Academy	Wm. E. Martin, A. M.....
162	Lewistown, Pa.....	Lewistown Academy *.....	The Misses Knotwell.....
163	Myerstown, Pa.....	Palatinate College.....	Rev. Wm. C. Schaeffer, A. M.....
164	North Wales, Pa. (P. O. box 725).	North Wales Academy and School of Business.	S. U. Brunner, M. ACCR
165	Philadelphia, Pa. (1324 Locust street).	Academy of the Protestant Episcopal Church.	Rev. James W. Robins, D. D. . . .
166	Philadelphia, Pa. (1008 Chestnut street).	Fewsmith Classical School *.....	William Fewsmith, M. A.....
167	Philadelphia, Pa. (3903 Locust street).	George F. Martin's School for Boys	George F. Martin, A. M.....
168	Philadelphia, Pa. (corner Broad street and Fairmount avenue).	North Broad Street Select School for Men and Boys.	George Eastburn, M. A.....

* From Report of the Commissioner of Education for year 1884-'85.

tion of pupils for universities, colleges, or scientific schools, for 1885-'86, &c.—Continued.

nides none.)

Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Number of instructors.	Pupils.			Age required for admission.	Number of years in full course of study.	Number of volumes in library.	Annual charge to each student for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.
				Number preparing for classical course in college.	Number preparing for scientific course in college or scientific school.	Number of other pupils.						
4	5	6	7	8	9	10	11	12	13	14	15	16
.....	1874	Non-sect....	6	5	.....	23	.....	6	.....	\$200	.....	133
.....	1881	Ev. Luth....	5	22	.....	.....	13	.....	.....	.....	.....	134
.....	1876	.....	10	42	30	73	.....	.....	.....	100-250	.....	135
.....	1873	.....	11	30	3	47	10, 14	5	.....	250, 400	.....	133
.....	1872	Non-sect....	16	.....	30	170	.....	.....	400	185	.....	137
0	1885	Non-sect....	9	10	4	28	5	6	400	250	\$400	138
1886	1883	Ev. Luth....	5	1	.....	25	.....	.....	200	32	.....	139
.....	1869	P. E.....	5	7	4	31	.....	6	800	60-150	.....	140
1855	1855	Non-sect....	6	31	9	120	.....	3	* 463	36	168	141
.....	1869	P. E.....	8	.....	.....	.....	10-15	6	1,000	(600)	.....	142
1885	1884	Non-sect....	12	40	20	160	6	6	3,000	30-140	.....	143
0	1859	Non-sect....	1	2	1	7	12	3	1,000	120	280	144
.....	1867	.....	4	.....	19	11	.....	.....	.....	80-160	.....	145
1878	1870	M. E.....	2	33	.....	.....	.....	.....	.....	.....	.....	146
0	1855	Non-sect....	9	30	20	25	7	5	200	150	275	147
0	1803	Non-sect....	5	21	.....	10	7	.....	.....	60-150	.....	148
.....	1882	Non-sect....	7	.....	.....	52	.....	.....	.....	100-175	.....	149
1825	1837	P. E.....	5	44	.....	22	10	5	.....	(400)	.....	150
1881	1882	Non-sect....	4	6	.....	30	.....	4, 3	110	30	.....	151
.....	1881	Non-sect....	4	35	21	17	14	4	800	34	110	152
.....	1875	Non-sect....	3	1	.....	20	.....	.....	500	50	200	153
1850	1850	M. E.....	5	.....	.....	115	.....	.....	.....	33	200	154
.....	1878	Non-sect....	6	6	4	52	11	4	900	50-100	250	155
1797	1793	Presb.....	4	29	9	15	10	4	700	60	300	156
1784	1760	Non-sect....	12	70	60	40	.....	5	700	75, 100	.....	157
.....	1857	Non-sect....	12	2	2	40	12	4	1,000	125	375	158
1844	1844	M. E.....	19	29	8	378	15	4	2,060	45	160	159
.....	1836	Reformed...	2	22	1	3	.....	2	.....	50	150	160
1846	1846	Baptist....	10	23	9	19	.....	2, 3	.....	30	150	161
1815	.....	Non-sect....	4	2	7	53	5	4	.....	25-50	200	162
1868	1868	Reformed...	7	.....	.....	131	.....	.....	.....	40	154	163
0	1867	Non-sect....	4	5	10	25	10	3	500	30	150	164
1787	1785	P. E.....	14	.....	.....	160	.....	.....	.....	100-150	.....	165
.....	1857	Non-sect....	2	3	3	13	.....	6	175	70-100	.....	166
.....	1882	Non-sect....	4	10	20	5	11	6-8	.....	120-300	.....	167
0	1868	Non-sect....	13	20	11	117	10	4	350	70-150	.....	168

a Value of apparatus.

TABLE 29.—Statistics of schools, academies, or departments thereof devoted to the prepara

(NOTE.—0 sig

	Post-office address.	Name.	Principal.
	1	2	3
169	Philadelphia, Pa. (2027 Chestnut street).	Wellesley School.....	Miss Cordelia Brittingham....
170	Philadelphia, Pa. (8 South 12th street).	William Penn Charter School....	Richard M. Jones, M. A.
171	Shoemakertown, Pa.	Cheltenham Academy.....	Rev. S. Clements, A. M., D. D.
172	West Philadelphia, Pa. (235 South 42d street).	The Hamilton School.....	Leroy Bliss Peckham, headmaster.
173	Wilkesbarre, Pa.	Harry Hillman Academy.....	Edwin L. Scott, A. M., PH. D.
174	East Greenwich, R. I.	Greenwich Academy.....	Rev. L. L. Beeman A. M.
175	Newport, R. I.	Rogers' High School.....	Frederick W. Tilton, A. M.
176	Providence, R. I. (49 Snow street).	English and Classical School.....	Charles B. Goff, A. M.
177	Providence, R. I.	University Grammar School.....	E. Merrick, A. M., LL. D., and Emory Lyon, A. M., M. D.
178	Charleston, S. C.	High School of Charleston.....	Virgil C. Dibble, A. M.
179	Winnsborough, S. C.	Mount Zion Collegiate Institute and Graded School.*	J. C. Cork.....
180	McKenzie, Tenn.	McTyeire Classical Institute*....	E. R. Williams, A. M., and Granville Goodloe, M. A.
181	Mosheim, Tenn.	Mosheim Male and Female Institute.*	Rev. J. M. Wagner, A. M.
182	Nashville, Tenn.	Montgomery Bell Academy.....	S. M. D. Clark, A. M.
183	Fort Worth, Tex.	Texas Wesleyan College.....	Rev. A. A. Johnson, A. M.
184	Manchester, Vt.	Burr and Burton Seminary.....	Rev. M. L. Severance, A. M.
185	Waterbury Centre, Vt.	Green Mountain Seminary*....	Miss Elizabeth Colley.....
186	Amherst C. H., Va.	Kenmore University High School.	H. A. Strode.....
187	Bellevue, Va.	Bellevue High School.....	William R. Abbott.....
188	Petersburgh, Va.	University School.....	W. Gordon McCabe, A. M.
189	Taylorsville, Va.	Hanover Academy.....	Hilary P. Jones, M. A.
190	Winchester, Va.	Shenandoah Valley Academy*....	C. L. C. Minor, A. M., LL. D.
191	Beaver Dam, Wis.	Wayland Academy.....	Rev. G. F. Linfield.....
192	Beloit, Wis.	Beloit College Academy.....	Rev. Almon W. Burr, A. M.
193	Berlin, Wis.	Berlin High School.....	A. F. Rote.....
194	Milwaukee, Wis.	Concordia College.....	Ch. H. Loeber.....
195	Milwaukee, Wis.	Markham Academy.....	Albert Markham.....
196	Racine, Wis.	Grammar School of Racine College	Rev. Arthur Piper, jr., headmaster.
197	Watertown, Wis.	University of Our Lady of the Sacred Heart.	Rev. P. J. Franciscus, C. S. C. ..

* From Report of the Commissioner of Education for year 1884-'85.

ion of pupils for universities, colleges, or scientific schools, for 1855-'86, &c.—Continued.

nifies none.)

Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Number of instructors.	Pupils.			Age required for admission.	Number of years in full course of study.	Number of volumes in library.	Annual charge to each student for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.
				Number preparing for classical course in college.	Number preparing for scientific course in college or scientific school.	Number of other pupils.						
4	5	6	7	8	9	10	11	12	13	14	15	16
0	1882	Non-sect....	12	6	17	83	6	4	200	\$30	\$400	169
1711	1869	Friends	12			211	9	6	500	100-150	\$80,000	170
0	1871	P. E.	6		50	10			300	(500)	60,000	171
1886	1880	Non-sect....	15	18	7	33	6-12	5		150	450	172
1881	1878	Non-sect....	7			98	6	6	200	80	320	173
1802	1802	M. E.	12	40	4	500		3	2,000	20,33	200	174
0	1873	Non-sect....	7	25	5	100	0	4	500	200	42,000	175
.....	1864	Non sect....	18	90	25	121	8	7	1,100	60-125	250	176
0	1764	Baptist	5	28	3	23	8	4	0	45-125		177
1839	1839	Non-sect....	7	50	25	106		4		40		178
1773	1777	Non-sect....	5	20	15	140	6	5	400	35	120	179
1882	1871	M. E.	4	49	20	30		4	425	53	110	180
1870	1869	Ev. Luth...	5			80		4		15-30	80-100	181
.....	1867	Non-sect....	7		33	91			315	61,81		182
1881	1881	M. E.	8		100	40			400	30-50		183
1829	1833	Cong	6	10	2	30	0	5	500	24		184
1862	1869	F. W. B.	6	6	12	112		3,4	1,100	21	90	185
.....	1872		3			41				(300)		186
.....	1866	Non-sect....	3			50	13	5	5,000	(350)		187
.....	1865		4			81	12	6	4,000	70	230	188
0	1849	Non-sect....	3		29		15	4	1,000	(300)		189
.....	1865	P. E.	3				6					190
1885	1855	Baptist....	8	5	6	69	0	3	2,000	26	90	191
1846	1847	Cong. & Pre.	4	38	45	78	14	3		26	150	192
1857	1858		3	5	5	65	13-15	3	500	13	125	193
1833	1881	Ev. Luth	6		143	9		4	500	60	60	194
.....	1864	Non-sect....	4	18	15	39		4		120	250	195
1852	1852	P. E.	9			100	8	6	300	(400)		196
1873	1872	R. C.	9		24	37				40		197

a For non-residents.

b No charges for those who will enter the ministry; others, \$20.

List of preparatory schools from which no information has been received.

Location.	Name.
Berkeley, Cal.	Berkeley Gymnasium.
Longmont, Colo.	Longmont College.
Odway, Dak.	The Methodist University.
Chicago, Ill.	Park Institute (preparatory department).
Chicago, Ill. (Wheeler Hall, Wash- ton Boulevard).	Wheeler School for Boys.
Chicago, Ill. (103 Ashland ave.)	Yale School.
Jacksonville, Ill.	Whipple Academy.
Garden Grove, Iowa.	St. John's Academy.
Hallowell, Me.	Hallowell Classical and Scientific Academy.
Boston, Mass.	English High School.
Boston, Mass.	Private Classical School.
Monson, Mass.	Monson Academy.
Quincy, Mass.	Adams Academy.
Shelburne Falls, Mass.	Pratt's English and Classical School for Boys.
Springfield, Mass.	Springfield Collegiate Institute.
Willesley, Mass.	Dana Hall School.
St. Paul, Minn.	Baldwin School.
Burlington, N. J.	Burlington Military College.
Ithaca, N. Y.	Cascadilla School.
Kinderhook, N. Y.	Kinderhook Academy.
New York, N. Y. (539, 543 Fifth ave.) ..	Classical and Mathematical School.
New York, N. Y. (32 E. 45th st.) ..	Woodbridge School.
New York, N. Y. (1481 Broadway) ..	University Grammar School.
Peekskill, N. Y.	Mohegan Lake School.
Saratoga Springs, N. Y.	Fairview Institute.
Sing Sing, N. Y.	Vireum.
Suspension Bridge, N. Y.	De Veaux College.
Yonkers, N. Y.	The Yale School.
Cleveland, Ohio.	Brooks Military Academy.
Dayton, Ohio.	Collegiate Preparatory School for Young Gentlemen.
Philadelphia, Pa. (1539 Chestnut st.) ..	Preparatory School.
Pottstown, Pa.	The Hill School.
York, Pa.	York Collegiate Institute.
Bristol, E. I.	Preparatory School.
Orangeburgh, S. C.	Sheridan's Classical School.
La Grange, Tenn.	La Grange College.
Manchester, Tenn.	Manchester College.
Tullahoma, Tenn.	Tullahoma College.
Greenwood, Va.	Greenwood School.
Midway, Va.	Preparatory School.
Norwood, Va.	Norwood High School and College.

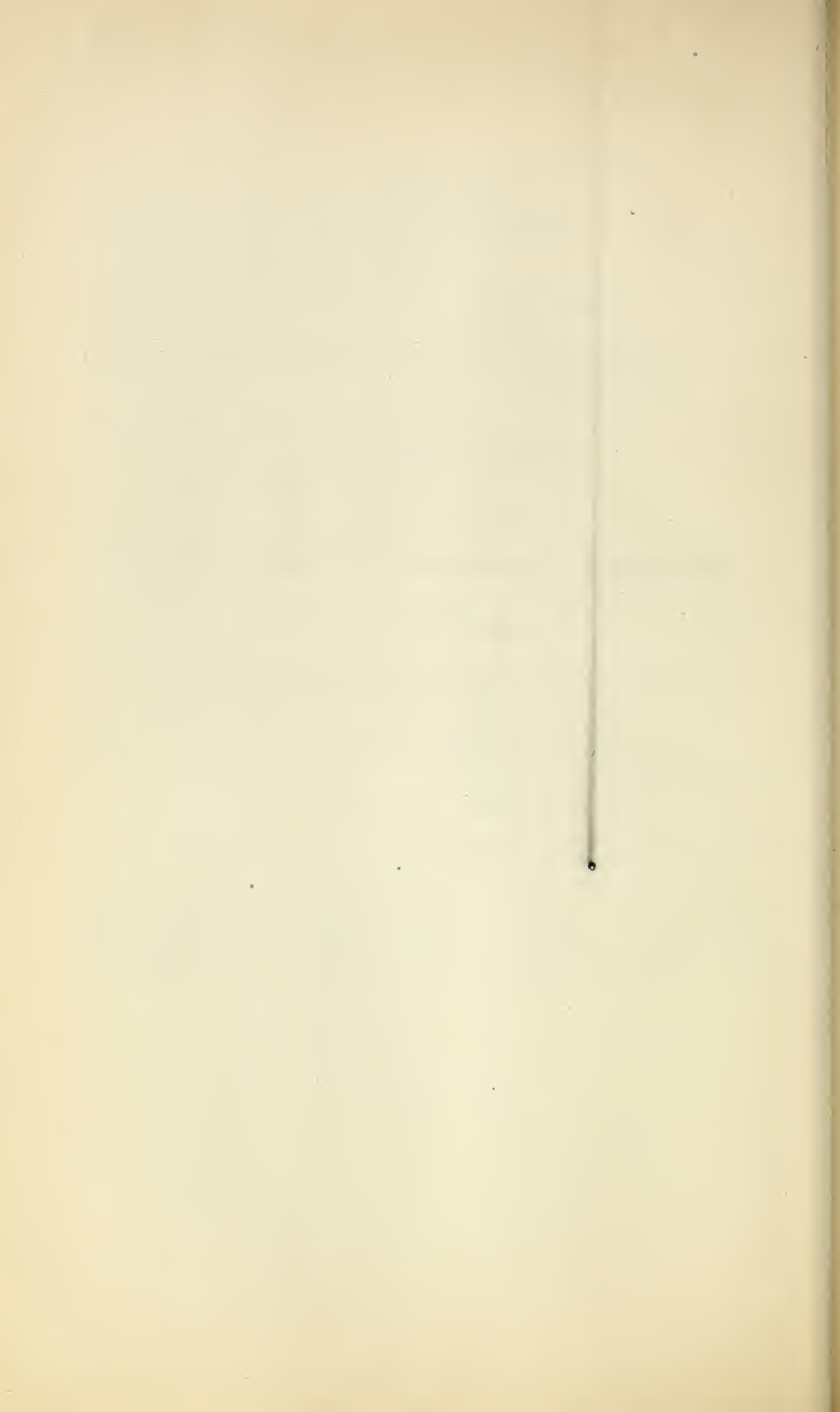
Memoranda to Table 29.

Location.	Name.	Remarks.
Tuscaloosa, Ala.	Tuscaloosa Male Academy. .	Name changed to University High School.
Lanesborough, Mass.	Elmwood Institute.	Closed.
Lewisburgh, Pa.	University Academy.	Name changed to Bucknell Academy.
Iberia, Ohio.	Ohio Central College.	Closed.
Tullahoma, Tenn.	Tullahoma College.	Suspended temporarily.

APPENDIX VI.

SUPERIOR AND PROFESSIONAL INSTRUCTION.

- I.—INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.
- II.—UNIVERSITIES AND COLLEGES.
- III.—SCHOOLS OF SCIENCE.
- IV.—SCHOOLS OF THEOLOGY.
- V.—SCHOOLS OF LAW.
- VI.—SCHOOLS OF MEDICINE.
- VII.—DEGREES CONFERRED.



SUPERIOR INSTRUCTION.

CLASSIFICATION OF INSTITUTIONS FOR SUPERIOR INSTRUCTION.

Under the general head of superior instruction are included all institutions empowered by law to confer degrees. They are colleges of liberal arts, schools of science, professional schools, and universities. Each of these classes consists of institutions differing more or less in organization, standards, and resources, yet possessing enough common characteristics to admit of logical classification. The present scheme of classification was, perhaps, better adapted to the conditions of superior instruction as they existed at the time of its adoption than to the present conditions. The revision of the scheme has been undertaken during the year, but it has not been carried far enough to justify any very marked departure from the stereotyped form under which the particulars relating to the subject have heretofore been tabulated.

TABLE 30.—*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 sci- ence.	Number of students in schools for the superior instruc- tion of women.	Total number of stu- dents reported in these institutions.
1	2	3	4	5
Alabama.....	304	118	938	1,360
Arkansas.....	180	.....	.....	180
California.....	1,027	91	377	1,495
Colorado.....	92	89	.....	181
Connecticut.....	929	292	35	1,256
Delaware.....	41	.....	.....	41
Florida.....	65	.....	.....	65
Georgia.....	591	284	1,516	2,391
Illinois.....	1,689	129	678	2,496
Indiana.....	1,478	218	72	1,768
Iowa.....	2,006	267	149	2,422
Kansas.....	917	428	109	1,445
Kentucky.....	867	75	1,598	2,540
Louisiana.....	705	.....	157	862
Maine.....	403	100	570	1,073
Maryland.....	654	294	422	1,370
Massachusetts.....	2,165	1,038	1,687	4,890
Michigan.....	1,159	295	30	1,484
Minnesota.....	439	.....	165	654
Mississippi.....	337	232	708	1,337
Missouri.....	1,310	48	1,271	2,629
Nebraska.....	299	9	.....	308
Nevada.....	.....	.....	60	60
New Hampshire.....	250	126	312	688
New Jersey.....	580	317	293	1,190
New York.....	4,105	881	1,479	6,465
North Carolina.....	526	.....	1,082	1,618
Ohio.....	2,274	133	950	3,357
Oregon.....	92	108	146	346

TABLE 30.—*Statistical summary of students in institutions for superior instruction, &c.—Continued.*

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.
1	2	3	4	5
Pennsylvania.....	3,006	1,539	650	5,195
Rhode Island.....	245	.....	.....	245
South Carolina.....	502	113	544	1,159
Tennessee.....	951	.....	1,749	2,700
Texas.....	468	123	694	1,285
Vermont.....	227	31	252	510
Virginia.....	417	416	1,297	2,130
West Virginia.....	63	.....	140	203
Wisconsin.....	670	62	274	1,006
Dakota.....	43	90	.....	133
District of Columbia.....	288	.....	.....	288
Montana.....	38	.....	.....	38
Utah.....	2	.....	.....	2
Washington.....	32	.....	.....	32
Total.....	32,496	7,946	20,455	60,897

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

Table 32 presents the statistics of 204 institutions reporting under the head of superior instruction for women. These had 2,123 instructors and 27,143 students distributed as follows so far as known: Preparatory 6,688, regular 13,206, normal course 167, special 1,254, advanced 164.

By reference to the column showing productive funds it will be noticed that 13 of the institutions report none and 161 make no report under that head. Of the remainder, 19 report productive funds yielding incomes less than \$2,000, 6 realize incomes from their productive funds ranging from \$2,000 to \$5,000, 1 an income of \$8,945, and 4 incomes as follows: Mt. Holyoke, \$11,000; Wellesley College, \$23,371; Buffalo Female Academy, \$24,000; Friends' College, Bryn Mawr, \$40,000.

The lack of endowments, which is a serious drawback to this class of schools, seems the more surprising when it is remembered that the patrons of the schools are found largely among the wealthier classes. The facts suggest a want of appreciation on their part of the essentials of a vigorous educational work, which the schools themselves might possibly correct by well-organized efforts. It is noticeable that in the distribution of benefactions for the year, as shown in Table 84, page 673, the class of schools under consideration received only \$266,285, or a little more than 4 per cent. of the total reported. Of this amount \$124,072 were donated to 4 institutions in Massachusetts, and \$100,000 to a college in Ohio, leaving \$42,213 to be distributed among the rest of the schools.

About two-thirds of the institutions tabulated are authorized by law to confer degrees; these offer a curriculum closely resembling the ordinary college course; greater option, however, seems to be allowed than in the colleges for men, and, as a rule, modern languages engage more attention than the classics. On the whole the experience of these schools seems to indicate that identity of training for the two sexes is not as yet generally demanded in the United States. This fact becomes even more evident upon an examination of the courses of study usually followed by the women students in co-education colleges. There are, of course, notable exceptions to this general tendency. Thus among the superior institutions for women are found colleges like Smith, Wellesley, and Bryn Mawr, where the customary college standards are maintained, and in the co-education colleges women are found rivalling men in the successful pursuit of the severest studies. With respect, however, to much of the work represented in the table before us, the term "superior" must be taken in a somewhat different sense from the same term as applied to the intellectual discipline and culture afforded in the leading colleges for men. The recognition of this difference makes it easy to understand why women, who are conscious of superior intellectual powers, or who foresee the need of an equipment for intellectual work which will en-

able them to compete with men for remunerative employment, should press for admission to institutions like Harvard and Columbia. It is interesting to note in this connection that the report of the president of Columbia College for 1886 included in the roll of students 13 matriculated in the collegiate course for women.

The Lasell Seminary, Anburndale, Mass., has made an endeavor, and apparently a successful one, to develop a scheme of instruction specially adapted to the practical needs of women upon whom will devolve the obligations and cares of domestic and social life. It includes careful instruction in anatomy and physiology, accompanied by lectures given by a well-known physician; also lectures on the principles of common law given by a lawyer of note, and lectures, lessons, and practice "in the arts of domestic life, the principles of dress, artistic house furnishing, healthy homes, cooking, marketing, and all the principles which underlie the wisest management of homes." It is gratifying to know that the effort to establish such courses of instruction and training have met with the cordial approval of patrons and others interested in the cause of woman's education. Surely experiments of this kind, which recognize the special wants of a very large and influential class of American women, deserve no less encouragement than the efforts to secure to them the highest opportunities for general intellectual development and culture.

Statistics in detail of schools for the superior instruction of women will be found in Table 32. The following is a comparative summary of institutions, instructors, and pupils, from 1876 to 1886, inclusive (1883 omitted):

	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.	1885.	1886.
Number of institutions	225	220	225	227	227	226	227	236	227	204
Number of instructors.....	2,404	2,305	2,478	2,323	2,340	2,211	2,721	2,989	2,862	2,123
Number of students	23,856	23,022	23,639	24,695	25,780	26,041	28,726	30,567	28,808	27,143

TABLE 31.—Summary of statistics of institutions for the superior instruction of women.

States	Number of institutions.	Corps of instruction.			Students.					Number of volumes in library.	Property, income, &c.					
		Total.	Male.	Female.	Number of instructors in college department only.	Number of instructors in preparatory department.	Number in collegiate department.				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 normal or teachers' course.	In special or partial course.						In advanced or additional studies.	Total in all departments.
Alabama.....	10	688	15	58	38	13	413	883	48	7	51,351	\$475,000	\$2,500	\$1,500	\$51,308	
California.....	4	6	11	57	5	20	20	33	17	.....	6,337	275,000	.....	.....	.....	.....
Connecticut.....	1	6	1	5	.....	.....	536	35	.....	.....	29,032	403,000	1,575	1,575	37,100	
Georgia.....	13	128	42	86	38	9	336	1,369	136	.....	6,983	535,000	17,000	1,169	32,774	
Illinois.....	9	108	33	75	15	8	305	396	107	.....	72	15,000	.....	.....	.....	.....
Indiana.....	2	613	3	8	.....	.....	185	72	.....	.....	334	56,000	.....	.....	.....	.....
Iowa.....	2	30	3	27	.....	.....	82	12	.....	.....	8	40	.....	.....	.....	.....
Kansas.....	2	17	2	15	.....	.....	239	84	.....	.....	8	28	.....	.....	.....	.....
Kentucky.....	18	156	34	122	83	24	860	1,493	4	52	28	15,150	527,500	5,000	1,800	70,020
Louisiana.....	3	19	5	14	.....	.....	130	157	.....	.....	287	70,000	25,000	1,800	6,400	.....
Maine.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,570	.....	.....	.....	.....	.....
Maryland.....	5	57	10	47	19	1	63	233	10	10	6,485	256,600	34,000	4,600	7,500	.....
Massachusetts.....	9	223	64	159	61	93	93	1,117	75	263	37	3,096,500	1,134,723	48,072	208,355	.....
Michigan.....	1	9	.....	9	.....	.....	9	21	9	.....	1,350	50,000	3,000	2,000	.....	.....
Minnesota.....	3	27	3	24	.....	.....	104	165	.....	.....	269	184,000	38,000	.....	44,155	.....
Mississippi.....	9	606	14	46	30	10	455	442	24	.....	51,223	180,500	72,000	5,300	19,175	.....
Missouri.....	13	6147	27	100	55	7	609	745	19	10	51,830	530,500	20,000	5,300	100,406	.....
Nevada.....	1	9	1	8	.....	.....	.....	.....	.....	.....	600	.....	.....	.....	.....	.....
New Hampshire.....	3	26	6	20	6	8	132	110	11	.....	6,444	180,000	171,500	90	2,360	.....
New Jersey.....	3	31	12	19	3	11	43	254	30	3	336	169,000	169,000	5,000	5,000	.....
New York.....	10	204	39	165	9	5	570	568	6	22	24	319,182	2,450	25,200	108,238	.....
North Carolina.....	10	682	22	55	27	5	213	513	5	.....	51,295	615,000	3,000	3,000	20,400	.....
Ohio.....	11	6134	14	33	50	11	203	393	120	4	61,153	660,000	37,846	2,155	23,973	.....
Oregon.....	1	13	.....	.....	.....	.....	.....	146	.....	.....	146	.....	.....	.....	.....	.....
Pennsylvania.....	10	6106	23	68	38	3	82	344	9	10	6732	625,000	750,000	40,000	1,500	.....
South Carolina.....	6	61	13	48	26	7	331	384	33	.....	2,575	73,000	1,100	80	6,200	.....
Tennessee.....	14	6124	24	74	50	6	358	1,140	85	4	62,107	369,000	3,000	180	31,400	.....
Texas.....	5	68	16	52	4	0	238	469	2	6	6,832	67,500	.....	.....	12,000	.....
Vermont.....	2	14	7	7	.....	.....	36	136	5	91	288	1,000	10,000	600	1,200	.....
Virginia.....	16	6134	32	82	40	9	332	1,066	77	12	51,029	127,000	16,000	600	46,770	.....

West Virginia.....	2	a 11	4	14	9	129	132	8	140	450	30,000	.....	.....				
Wisconsin.....	3	44	42	14	9	129	274	.....	403	5,600	82,000	.....	.....				
Total.....	204	a2, 123	475	1,529	613	154	6,688	13,200	107	1,254	164	627, 143	251, 040	9, 035, 282	2, 376, 019	136, 801	500	1, 315	807, 669

a Six not reported in all cases.

b Classification not reported in all cases.

TABLE 32.—Statistics of institutions for the superior instruction of women for

	Post-office address.	Name.	President.
	1	2	3
1	Athens, Ala	Athens Female College	Rev. M. G. Williams
2	Eufala, Ala	Union Female College	A. H. Todd
3	Florence, Ala	Florence Synodical Female Col- lege	Miss S. Collier
4	Huntsville, Ala	Huntsville Female College	A. B. Jones, LL.D., D. D
5	Huntsville, Ala	Huntsville Female Seminary (Rotherwood Home)	J. D. Anderson
6	Marion, Ala	Judson Female Institute	Robert Frazer
7	Marion, Ala	Marion Female Seminary*	James D. Wade, A. M.
8	Talladega, Ala	Synodical Female Institute	Rev. G. W. Maxson, D. D.
9	Tuscaloosa, Ala	Alabama Central Female Col- lege	S. B. Foster, A. M., and G. G. Glower, principals
10	Tuscaloosa, Ala	Tuscaloosa Female College	Alonzo Hill
11	Tuskegee, Ala	Alabama Conference Female College	John Massey
12	Los Angeles, Cal	The Ellis College*	Rev. John W. Ellis
13	Mill's Seminary, Cal	Mill's Seminary and College	Rev. C. C. Stratton, D. D
14	San José, Cal	College of Notre Dame*	Sister Marie Cornelia, superior
15	Santa Rosa, Cal	Santa Rosa Ladies' College	Rev. W. A. Finley, A. M., D. D
16	Hartford, Conn	Hartford Female Seminary	Dr. Andrews
17	Athens, Ga	Lucy Cobb Institute*	Miss M. Rutherford
18	Covington, Ga	Georgia Methodist Female Col- lege	John T. McLaughlin
19	Cuthbert, Ga	Andrew Female College*	Rev. Howard W. Key
20	Dalton, Ga	Dalton Female College*	John A. Jones, A. M.
21	Forsyth, Ga	Munroe Female College	Richard T. Asbury, A. M.
22	Gainesville, Ga	Georgia Baptist Seminary for Young Ladies	A. W. Van Hoese
23	Gainesville, Ga	Methodist College for Young Ladies	Rev. C. B. La Hatte
24	Griffin, Ga	Griffin Female College*	George G. Butler, A. M.
25	La Grange, Ga	La Grange Female College	Rufus W. Smith
26	La Grange, Ga	Southern Female College	I. F. Cox
27	Macon, Ga	Wesleyan Female College	W. C. Bass, D. D
28	Newnan, Ga	College Temple	M. P. Kellogg, A. M.
29	Rome, Ga	Rome Female College*	Rev. J. M. M. Caldwell
30	Rome, Ga	Shorter College	L. R. Gwaltney, D. D.
31	Thomasville, Ga	Young Female College	John E. Baker, A. M.
32	Galesburgh, Ill	Knox Seminary	Hon. Newton Bateman, A. M., LL.D.
33	Greenville, Ill	Almira College	James P. Slade
34	Jacksonville, Ill	Illinois Female College*	Rev. W. F. Short, D. D
35	Jacksonville, Ill	Jacksonville Female Academy	E. F. Bullard, A. M.
36	Knoxville, Ill	St. Mary's School	Rev. C. W. Leffingwell
37	Lake Forest, Ill	Ferry Hall, Lake Forest Uni- versity	Rev. Daniel S. Gregory, D. D
38	Morgan Park, Ill	Chicago Female College*	Gilbert Thayer, LL. D
39	Mt. Carroll, Ill	Mt. Carroll Seminary*	Mrs. Frances A. Wood Shimer
40	Rockford, Ill	Rockford Seminary	Martha Hillard
41	Fort Wayne, Ind	Westminster Seminary for Young Ladies	Miss C. B. Sharp and Mrs. D. B. Wells
42	New Albany, Ind	De Pauw College for Young Women	Rev. L. M. Albright
43	Davenport, Iowa	Immaculate Conception Acad- emy	Sister Mary Gonzaga
44	Des Moines, Iowa	Callanan College	C. R. Pomeroy, D. D
45	Oswego, Kans	College for Young Ladies	Louise Paull
46	Topeka, Kans	College of the Sisters of Bethany	Rt. Rev. Thomas H. Vall, D. D., LL. D
47	Clinton, Ky	Clinton College*	Miss Amanda M. Hicks
48	Danville, Ky	Caldwell and Bell College	Miss Lottie A. Campbell
49	Georgetown, Ky	Georgetown Female Seminary	James J. Racker, LL. D
50	Glasgow, Ky	Liberty Female College	E. W. Eirod
51	Harrodsburgh, Ky	Daughters' College	John Aug. Williams

* From Report of the Commissioner of Education for year 1884-'85.

a Rechartered in 1877.

1885-86; from replies to inquiries by the United States Bureau of Education—PART I.

Date of charter.	Date of organization.	Religious denomination.	Professors and instructors.					Students.										
			Total in collegiate and preparatory departments.	Male.	Female.	Number in collegiate department only.	Number in preparatory department only.	Number in preparatory department.	Collegiate department.				Number in normal or teachers' course.	Number in other special or partial courses.	Number in advanced or additional studies.	Total number in all departments.		
									First year.	Second year.	Third year.	Fourth year.						
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1843	1844	M. E. So..	6	1	5	4	2	44	5	6	8	10					82	1
1852	1853	Non-sect..	6	1	5	5	1	22	6	8	24	5					65	2
										(87)							87	3
1850	1843	M. E. So..	14	1	13			47	21	20	24	68				5	185	4
1829	1829	Presb.	6					22		(50)				10			82	5
1841	1839	Baptist...	15	3	12		11	44	39	42	21	19		13			178	6
1842	1836	Non-sect..	8	1	7			23		(59)							82	7
1840	1841	Presb.	6	2	4		5	1	25	18	13	3		0	12	0	146	8
1857	1857	Baptist...	9	3	6		7	2	30	16	20	14	12			1	93	9
1860	1860	Non-sect..	9	3	6		6	3	56	36	41	32	22		13	1	201	10
1855	1856	Meth.	9						50	22	20	23	35				150	11
1885	1884	Non-sect..	10	2	8				20		(25)				8		53	12
1877	1871	Non-sect..	20	5	15					3							178	13
1868	1851	R. C.	33	1	32												132	14
	1884		5	3	2						(25)				9		34	15
1827	1827	Non-sect..	6	1	5				10	8	17						35	16
1859	1858	Non-sect..	19	8	11				23	(149)							172	17
1850	1850	Meth.	6	3	3		5	1	40	26	25	12					104	18
1854	1854	Meth.	7	3	4				35		(65)				6		106	19
1873	1872	M. E. So..	6	3	4				45		(71)						116	20
1840	1849	Baptist...	8	3	5				62			50					115	21
1878	1878	Baptist...	5	1	4		4	1	20	22	20	6	2				80	22
1881	1880	Meth.	5	2	3		4	1	57	35	25	7	3				127	23
1848	1849	Non-sect..	7	2	5				35		(71)				5		111	24
1846	1838	M. E. So..	9	2	7				24		(77)						101	25
1846	1843	Non-sect..	17	5	12		14	3	50	20	40	25	20		10		165	26
1836	1839	M. E. So..	17	5	12				35	25	69	57	48		89		323	27
1853	1853	Non-sect..	10	2	8		8	2	30	56	17	11	16				120	28
1857	1857	Non-sect..	8	3	5				10		(119)				4		6140	29
1877	1873	Baptist							38		(111)				22		171	30
	1869	Non-sect..	4	1	3		3	1	22		69						91	31
	1847	M. E.	11	8	3				13	3	7	4			12		39	32
1857	1855	Baptist...	9	1	8		8	1	25	18	12	7	4				66	34
1863	1847	M. E.	11	3	8				33		(64)				47		144	34
1835	1830	Non-sect..	17	6	11				50	22	31	19	9		15		146	35
1882	1868	P. E.	12	4	8				26	25	20	20	9		10		110	36
1857	1869	Presb.	11	4	7				50	11	7	3	3		8		82	37
1874	1875	Non-sect..	9	4	5				18		(48)				4		70	38
1852	1853	Non-sect..	13	2	11												175	39
1847	1849	Non-sect..	15	1	14		7	7	103	21	4	4	8		11		151	40
	1883	Presb.	8		8						(36)							41
c1852	1852	Meth.	5								(36)							42
1869	1859	R. C.	17						126	23	14	9	5		13		190	43
1880	1879	Non-sect..	13	3	10				59	2	6	5	18	12	42		144	44
	1886	Presb.	5		5				84	13					8		55	45
1870	1870	P. E.	12	2	10				205	43	17	11				8	284	46
1874	1874	Baptist...	9	2	7				150		(110)				0		260	47
1877	1861	Presb.	13	2	11		9	4	80		(90)					3	173	48
1829	1846	Baptist...	11	4	7		9	2	30		(78)						108	49
1874	1875	Baptist...	5	1	4		3	2	80	20	18	12	4				134	50
1846	1856	Non-sect..	9	2	7												150	51

b Includes other students not separately specified.

c Rechartered in 1866.

TABLE 32.—Statistics of institutions for the superior

Post-office address.	Name.	President.
1	2	3
52 Hopkinsville, Ky.....	Bethel Female College.....	J. W. Rust, LL. D.....
53 Lancaster, Ky.....	Garrard Female College.....	Morris Evans, D. D.....
54 Lexington, Ky.....	Hamilton Female College.....	J. T. Patterson.....
55 Lexington, Ky.....	St. Catherine's Female Academy.....	Sister Lucy.....
56 Lexington, Ky.....	Sayre Female Institute.....	H. B. McClellan.....
57 Louisville, Ky.....	Louisville Female College.....	Thomas D. Davidson.....
58 Millersburgh, Ky.....	Millersburgh Female College.....	Cadesman Pope.....
59 Nicholasville, Ky.....	Jessamine Female Institute.....	Miss M. F. Hewitt.....
60 Russellville, Ky.....	Logan Female College.....	H. K. Taylor, A. M.....
61 Shelbyville, Ky.....	Science Hill School.....	W. T. Poynter.....
62 Shelbyville, Ky.....	Stuart's Female College.....	W. H. Stuart.....
63 Stanford, Ky.....	Stanford Female College*.....	Alex. S. Paxton, A. B.....
64 Woodburn, Ky.....	Cedar Bluff Female College.....	Rev. B. F. Cabel.....
65 Clinton, La.....	Silliman Female Collegiate Institute.....	George J. Ramsey, A. M.....
66 Mansfield, La.....	Mansfield Female College.....	Rev. Francis M. Grace, A. M., D. D.....
67 Minden, La.....	Minden Female College.....	Maj. Arthur L. Cox.....
68 Kent's Hill, Me.....	Maine Wesleyan Seminary and Female College.....	Rev. Edgar M. Smith, A. M.....
69 Baltimore, Md.....	Baltimore Academy of the Visitation.....	Mother Mary Leonard Neale.....
70 Baltimore, Md (Park Place).....	Baltimore Female College.....	N. C. Brooks, LL. D.....
71 Cambridge, Md.....	Cambridge Female Seminary.....	J. F. Baugher.....
72 Frederick, Md.....	Frederick Female Seminary.....	William H. Purnell, LL. D.....
73 Lutherville, Md.....	Lutherville Female Seminary.....	Rev. J. H. Turner, A. M.....
74 Andover, Mass.....	Abbot Academy.....	Miss Philena McKeen.....
75 Auburndale, Mass.....	Lasell Seminary for Young Women.....	Chas. C. Bragdon.....
76 Boston, Mass.....	Gannett Institute.....	Rev. George Gannett, A. M.....
77 Bradford, Mass.....	Bradford Academy.....	Annie E. Johnson.....
78 New Bedford, Mass.....	The Swain Free School.....	Francis B. Gummere.....
79 Northampton, Mass.....	Smith College.....	L. Clark Seelye.....
80 Norton, Mass.....	Wheaton Female Seminary.....	Miss A. Ellen Stanton.....
81 South Hadley, Mass.....	Mt. Holyoke Female Seminary.....	Miss Elizabeth Blanchard.....
82 Wellesley, Mass.....	Wellesley College.....	Miss Alice E. Freeman, Ph. D.....
83 Kalamazoo, Mich.....	Michigan Female Seminary.....	Antoinette Bryant.....
84 Albert Lea, Minn.....	Albert Lea College.....	Rev. R. B. Abbott, D. D.....
85 Faribault, Minn.....	St. Mary's Hall.....	Rt. Rev. H. B. Whipple, D. D.....
86 Minneapolis, Minn.....	Bennet Seminary.....	J. C. Whitney, president of board.....
87 Blue Mountain, Miss.....	Blue Mountain Female College.....	W. T. Lowrey, A. M.....
88 Brookhaven, Miss.....	Whitworth Female College.....	Lewis T. Fitzhugh, A. M.....
89 Clinton, Miss.....	Central Female Institute.....	Walter Hillman, A. M., LL. D.....
90 Corinth, Miss.....	Corinth Female College.....	J. Wm. Stokes.....
91 Meridian, Miss.....	East Mississippi Female College.....	Rev. A. D. McVoy, A. M.....
92 Oxford, Miss.....	Union Female College*.....	Rev. J. S. Howard, A. M.....
93 Pontotoc, Miss.....	Chickasaw Female College.....	W. V. Frierson.....
94 Starkville, Miss.....	Starkville Female Institute.....	T. G. Sellers, D. D.....
95 Summit, Miss.....	Lea Female College.....	Chas. H. Otken.....
96 Columbia, Mo.....	Christian Female College.....	W. A. Oldham.....
97 Columbia, Mo.....	Stephens Female College.....	T. W. Barrett, A. M.....
98 Fayette, Mo.....	Howard Female College.....	Hubbard K. Hinde.....
99 Fulton, Mo.....	Fulton Synodical Female College.....	B. H. Charles.....
100 Independence, Mo.....	Woodland College.....	Geo. S. Bryant.....
101 Jennings, Mo.....	St. Louis Seminary.....	B. T. Blewett, LL. D.....
102 Lexington, Mo.....	Baptist Female College.....	John F. Lanneau.....
103 Lexington, Mo.....	Central Female College.....	W. F. Kerdoff.....
104 Lexington, Mo.....	The Elizabeth Aull Female Seminary*.....	Rev. James Addison Quarles, D. D.....
105 Mexico, Mo.....	Hardin College.....	A. K. Yancy, jr.....
106 St. Charles, Mo.....	Linderwood College for Young Ladies.....	Rev. Robert Irwin, D. D.....
107 St. Louis, Mo.....	Mary Institute, Washington University.....	C. S. Pennell.....

* From Report of the Commissioner of Education for year 1884-'85.

TABLE 32.—Statistics of institutions for the superior

	Post-office address.	Name.	President.
	1	2	3
108	St. Louis, Mo	Ursuline Academy	Mother Joanna
109	Reno, Nev	Bishop Whitaker's School for Girls	Bishop O. W. Whitaker
110	Exeter, N. H.	Robinson Female Seminary	George N. Cross, A. M.
111	Tilton, N. H.	New Hampshire Conference Seminary and Female College	Rev. D. C. Knowles, D. D.
112	West Lebanon, N. H.	Tilden Seminary	E. Hubbard Barlow
113	Bordentown, N. J.	Bordentown Female College	Rev. William C. Bowen, A. M.
114	Freehold, N. J.	Freehold Young Ladies' Seminary	Rev. Frank Chandler, D. D.
115	Pennington, N. J.	Pennington Seminary	Thos. Hanlon, D. D.
116	Near Albany, N. Y. (Kenwood)	Academy of the Sacred Heart	Madame E. Hogan
117	Albany, N. Y.	St. Agnes' School*	Rt. Rev. W. C. Doane, S. T. D., LL. D.
118	Brooklyn, N. Y.	Packer Collegiate Institute	Truman J. Backus, LL. D.
119	Buffalo, N. Y.	Buffalo Female Academy	Albert T. Chester
120	Canandaigua, N. Y.	Granger Place School	Caroline A. Comstock
121	Claverack, N. Y.	Claverack College and Hudson River Institute.*	Rev. Alonzo Flack, PH. D.
122	New York, N. Y. (Manhattanville)	Academy of the Sacred Heart	Madame S. Jones
123	New York, N. Y. (11 E. 32d st)	English, French, and German Boarding and Day School	M. H. Jonson and Miss A. L. Jones
124	New York, N. Y. (603 5th avenue)	Rev. Dr. and Mrs. Charles H. Gardner's Boarding and Day School for Young Ladies	Rev. Charles H. Gardner, PH. D.
125	Plattsburgh, N. Y.	D'Youville Academy	Sister M. de la Victoire
126	Asheville, N. C.	Asheville Female College*	Rev. James Atkins, Jr.
127	Charlotte, N. C.	Charlotte Female Institute	Rev. Wm. R. Atkinson
128	Greensborough, N. C.	Greensborough Female College	Rev. T. M. Jones, A. M., D. D.
129	Lenoir, N. C.	Davenport Female College	Will. H. Sanborn
130	Murfreesborough, N. C.	Chowan Baptist Female Institute	G. B. Brewer, A. M.
131	Murfreesborough, N. C.	Wesleyan Female College*	E. E. Paham, A. M.
132	Raleigh, N. C.	Estey Seminary	Rev. H. M. Tupper, D. D.
133	Raleigh, N. C.	Peace Institute*	Rev. R. Burwell, D. D.
134	Statesville, N. C.	Statesville Female College	Fannie Everett, principal
135	Thomasville, N. C.	Thomasville Female College	Rev. J. N. Stallings
136	Cincinnati, Ohio (Lawrence and 3d streets)	Bartholomew English and Classical School	G. K. Bartholomew
137	Cincinnati, Ohio (Wesley avenue)	Cincinnati Wesleyan College	Rev. W. K. Brown, D. D.
138	Glendale, Ohio	Glendale Female College	L. D. Potter
139	Granville, Ohio	Granville Female College	Rev. Dwight B. Hervey, A. M.
140	Granville, Ohio	Shepardson College	Rev. E. Shepardson, D. D.
141	Hillsborough, Ohio	Highland Institute	E. P. Allen
142	Hillsborough, Ohio	Hillsborough Female College	W. C. Helt
143	Oxford, Ohio	Oxford Female College	Rev. L. F. Walker, D. D.
144	Oxford, Ohio	Western Female Seminary	Helen Peabody
145	Painesville, Ohio	Lake Erie Female Seminary	Miss Mary Evans
146	Xenia, Ohio	Xenia College*	W. H. De Motte, LL. D.
147	Portland, Oreg.	St. Helen's Hall	Rt. Rev. B. W. Morris, D. D.
148	Allentown, Pa	Allentown Female College	Rev. Wm. M. Rely
149	Bethlehem, Pa	Moravian Seminary for Young Ladies	Rev. James Blickensderfer
150	Blairsville, Pa	Blairsville Ladies' Seminary	T. R. Ewing
151	Bryn Mawr, Pa	Friends' College for Women	James E. Rhoades
152	Collegeville, Pa	Pennsylvania Female College	J. W. Sunderland, LL. D., rector
153	Lewisburgh, Pa	Bucknell Institute	David J. Hill, LL. D.
154	Media, Pa	Brook's Hall Female Seminary*	Maria L. Eastman
155	Ogontz, Pa	Ogontz School for Young Ladies	Misses Bonney, Dillaye, Bennett, and Eastman

* From Report of the Commissioner of Education for year 1884-'85.

a Date of first opening; reopened after several years' suspension, in September, 1881.

instruction of women for 1855-'86, &c.—PART I—Continued.

Date of charter.	Date of organization.	Religious denomination.	Professors and instructors.					Students.										
			Total in collegiate and preparatory departments.	Male.	Female.	Number in collegiate department only.	Number in preparatory department only.	Number in preparatory department.	Collegiate department.				Number in normal or teachers' course.	Number in other special or partial courses.	Number in advanced or additional studies.	Total number in all departments.		
									First year.	Second year.	Third year.	Fourth year.						
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
.....	1849	R. C	16	1	15	.....	.....	.....	200	25	14	8	3	.....	.....	.....	250	108
.....	1876	P. E	9	1	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	60	109
1867	1869	Non-sect..	9	2	7	6	3	120	34	17	11	10	.....	5	0	.....	197	110
1852	1843	M. E.....	8	3	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	191	111
1853	1854	Non-sect..	9	1	8	.....	.....	12	14	12	6	6	.....	6	.....	.....	53	112
1853	1851	Non-sect..	9	3	6	.....	.....	23	25	12	9	.....	.....	.....	.....	3	72	113
1884	1844	Non-sect..	8	1	7	.....	.....	20	(40)				.....	10	.....	.....	70	114
1839	1840	M. E.....	14	8	6	3	11	.....	7	82	53	23	6	20	.....	.....	194	115
1861	.....	R. C	25	.....	25	.....	.....	33	35	15	10	12	.....	.....	.....	.....	105	116
1872	1871	P. E.....	20	8	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	220	117
1853	1854	Non-sect..	41	3	38	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	640	118
1851	1851	Non-sect..	14	4	10	9	5	70	51	18	16	15	.....	.....	.....	.....	170	119
.....	1876	Non-sect..	12	3	9	.....	.....	43	13	5	3	2	.....	17	4	.....	87	120
1869	1779	Non-sect..	17	6	11	.....	.....	200	(62)				.....	5	.....	.....	267	121
1851	1841	R. C.....	37	7	30	.....	.....	163	28	33	15	11	5	.....	.....	.....	255	122
.....	1869	Non-sect..	17	8	9	.....	.....	.....	(100)				.....	.....	.....	.....	100	123
.....	1858	Non-sect..	15	.....	15	.....	.....	25	(75)				.....	.....	.....	.....	100	124
1869	1860	R. C.....	6	0	6	.....	.....	36	13	10	12	14	.....	.....	20	.....	105	125
1850	1854	M. E. So..	7	4	3	.....	.....	60	(70)				.....	.....	.....	.....	130	126
1839	1857	Presb.....	9	2	7	7	2	62	27	35	18	8	.....	.....	.....	.....	150	127
1839	1846	Meth.....	15	3	12	14	1	23	27	56	63	20	17	.....	.....	.....	206	128
1855	1856	Non-sect..	8	2	6	.....	.....	.....	36	23	23	1	.....	9	3	.....	89	129
.....	1848	Baptist.....	9	2	7	.....	.....	25	26	24	14	9	.....	.....	.....	.....	98	130
1854	1843	Meth.....	5	2	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	43	131
1874	1870	Baptist.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	172	132
1857	1872	Presb.....	16	4	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	221	133
.....	.....	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	104	134
1855	1849	Baptist.....	8	3	5	6	2	43	(39)				.....	.....	.....	.....	82	135
0	1875	P. E.....	15	.....	.....	12	3	50	6	21	12	36	.....	14	.....	.....	139	136
1842	1842	M. E.....	23	8	15	22	1	12	14	24	15	17	.....	23	.....	.....	105	137
1854	1854	Presb.....	11	.....	.....	.....	.....	11	25	20	15	8	.....	19	.....	.....	98	138
1853	1833	Presb.....	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	140	139
.....	1832	Baptist.....	8	3	5	.....	.....	20	4	6	11	13	.....	10	4	.....	70	140
1871	1829	Presb. and P. E.	4	.....	.....	.....	.....	20	.....				.....	.....	.....	.....	36	141
1854	1839	M. E.....	10	2	8	5	5	12	10	14	.....	8	.....	7	.....	.....	51	142
1849	1849	Presb.....	13	.....	.....	11	2	13	24	13	17	10	.....	32	.....	.....	109	143
1853	1855	Non-sect..	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	156	144
1856	1859	Non-sect..	18	.....	.....	.....	.....	65	15	12	12	9	.....	15	.....	.....	128	145
1850	1850	M. E.....	6	1	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	121	146
1869	1869	P. E.....	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	146	147
1870	1870	Ref. Ch.....	6	.....	.....	.....	.....	51	.....	13	10	11	.....	9	.....	.....	94	148
1863	1749	Moravian	14	3	11	.....	.....	10	30	26	29	13	.....	.....	.....	.....	108	149
.....	1851	Presby.....	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	51	150
1880	1885	Non-sect..	14	7	7	14	0	0	36	.....	.....	.....	.....	.....	.....	8	44	151
1853	1851	Non-sect..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	152
.....	1852	Baptist.....	13	6	7	11	2	15	17	22	7	.....	.....	.....	.....	.....	63	153
.....	1836	P. E.....	12	3	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	50	154
.....	1850	Non-sect..	11	1	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	86	155

b As Chestnut Street Seminary, Philadelphia; transferred to Ogontz in September, 1833.
c Boarders.

TABLE 32.—*Statistics of institutions for the superior*

	Post-office address.	Name.	President.
	1	2	3
156	Philadelphia, Pa. (1325 N. Broad street).	Philadelphia Seminary.....	Rebecca E. Judkins.....
157	Washington, Pa.....	Washington Female Seminary..	Miss N. Sherrard.....
158	Anderson, S. C.....	Anderson Female Seminary.....	Lewis M. Ayer.....
159	Columbia, S. C.....	Columbia Female College*.....	Rev. Osgood A. Darby, D. D.....
160	Due West, S. C.....	Due West Female College*.....	J. P. Kennedy, A. M.....
161	Greenville, S. C.....	Greenville Female College.....	Alex. S. Townes.....
162	Walhalla, S. C.....	Walhalla Female College*.....	Rev. J. P. Smeltzer, D. D.....
163	Williamston, S. C.....	Williamston Female College.....	Rev. S. Lander, A. M., D. D.....
164	Brownsville, Tenn.....	Brownsville Female College.....	P. H. Eager, A. M.....
165	Brownsville, Tenn.....	Wesleyan Female College.....	John Williams.....
166	Clarksville, Tenn.....	Broadhurst Institute*.....	Robert Augustus Broadhurst.....
167	Columbia, Tenn.....	Columbia Athenæum.....	Robert D. Smith.....
168	Franklin, Tenn.....	Tennessee Female College.....	M. Thos. Edgerton.....
169	Jackson, Tenn.....	Memphis Conference Female Institute.	Rev. A. W. Jones, A. M., D. D.....
170	McMinnville, Tenn.....	Cumberland Female College....	N. J. Finney, A. M.....
171	Mossy Creek, Tenn.....	Baptist Female College*.....	W. T. Russell.....
172	Murfreesborough, Tenn..	Soule Female College.....	John R. Thompson.....
173	Nashville, Tenn.....	Nashville College for Young Ladies.	Rev. Geo. W. F. Price, D. D.....
174	Nashville, Tenn.....	St. Cecilia's Academy.....	.....
175	Nashville, Tenn.....	W. E. Ward's Seminary for Young Ladies.	W. E. Ward.....
176	Rogersville, Tenn.....	Synodical Female College.....	Mrs. F. A. Ross.....
177	Shelbyville, Tenn.....	Shelbyville Female College.....	J. P. Hamilton.....
178	Winchester, Tenn.....	Mary Sharp College.....	J. C. Graves, LL. D.....
179	Dallas, Tex.....	Jones' School for Young Ladies*	W. K. Jones.....
180	Galveston, Tex.....	Ursuline Academy.....	.....
181	Georgetown, Tex.....	Ladies' Annex, Southwestern University.	Rev. John W. Heidt, A. M., D. D., regent.
182	Independence, Tex.....	Baylor Female College *.....	Rev. John Hill Luther, D. D.....
183	Victoria, Tex.....	Nazareth Academy.....	Mother St. Claire.....
184	Waco, Tex.....	Waco Female College.....	R. O. Rounsavall.....
185	Montpelier, Vt.....	Vermont Methodist Seminary and Female College.	Rev. J. D. Beeman, A. M.....
186	Waterbury Center, Vt.....	Green Mountain Seminary.....	Elizabeth Coley.....
187	Abingdon, Va.....	Martha Washington College.....	Rev. E. E. Wiley, D. D.....
188	Christiansburgh, Va.....	Montgomery Female College.....	Rev. E. T. Baird, D. D., PH. D.....
189	Danville, Va.....	Danville College for Young Ladies.	John Blackwell and R. H. Sharp, jr., M. A.
190	Danville, Va.....	Roanoke Female College.....	S. W. and J. T. Averett.....
191	Hollins, Va.....	Hollins Institute *.....	Charles L. Cocke, A. M., general superintendent.
192	Keswick Depot, Va.....	Edge Hill School *.....	Miss C. R. Randolph.....
193	Marion, Va.....	Marion Female College.....	Rev. J. J. Scherer, A. M.....
194	Norfolk, Va.....	Norfolk College for Young Ladies.	John L. Roper.....
195	Petersburgh, Va.....	Southern Female College.....	W. T. Davis.....
196	Richmond, Va.....	Richmond Female Institute *.....	Miss Sally B. Hamner.....
197	Staunton, Va.....	Staunton Female Seminary.....	Rev. James Willis, A. M.....
198	Staunton, Va.....	Virginia Female Institute.....	Mrs. Gen. J. E. B. Stuart.....
199	Staunton, Va.....	Wesleyan Female Institute.....	Rev. W. A. Harris, D. D.....
200	Warrenton, Va.....	Fauquier Female Institute.....	A. Fleet.....
201	Winchester, Va.....	Episcopal Female Institute*.....	Rev. J. C. Wheat, D. D.....
202	Winchester, Va.....	Valley Female College*.....	Rev. John P. Hyde, A. M.....
203	Parkersburgh, W. Va.....	Parkersburgh Female Seminary.	Mrs. Henrietta L. Field.....
204	Wheeling, W. Va.....	Wheeling Female College.....	James A. Brown, A. M.....
205	Fox Lake, Wis.....	Wisconsin Female College.....	Helen A. Pepon, principal.
206	Milwaukee, Wis.....	Milwaukee College.....	Charles S. Farrar, A. M.....
207	Sinsinawa Mound, Wis.....	St. Clara Academy.....	Mother M. Emily.....

* From Report of the Commissioner of Education for year 1884-'85.

instruction of women for 1885-'86, &c.—PART I—Continued.

Date of charter.	Date of organization.	Religious denomination.	Professors and instructors.				Students.										
			Total in collegiate and preparatory department.	Male.	Female.	Number in collegiate department only.	Number in preparatory department only.	Number in preparatory department.	Collegiate department.				Number in normal or teachers course.	Number in other special or partial courses.	Number in advanced or additional studies.	Total number in all departments.	
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
.....	1871	.....	13	2	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	100	156
1836	1836	Non-sect..	14	1	13	13	1	6	.....	(130)	.....	.....	.....	.....	.....	136	157
1883	1880	Non-sect..	10	1	9	7	3	66	36	18	8	7	.....	.....	.....	135	158
1854	1857	M. E. So	10	3	7	.....	.....	21	.....	(106)	.....	.....	.....	.....	.....	127	159
1859	1860	Non-sect..	11	1	10	.....	.....	60	.....	.....	.....	.....	.....	.....	.....	187	160
1854	1855	Baptist ..	15	4	11	12	3	71	48	45	40	18	.....	6	.....	228	161
1872	1872	Luth	7	1	6	.....	.....	47	.....	(30)	.....	.....	.....	0	.....	77	162
1875	1872	Non-sect..	8	3	5	7	1	66	.....	(28)	.....	.....	.....	27	.....	121	163
1851	1852	Baptist ..	6	1	5	5	1	30	26	20	10	4	.....	.....	.....	90	164
1870	1867	M. E. So	.....	.....	.....	.....	.....	26	.....	13	2	3	.....	.....	.....	49	165
1877	1876	Non-sect..	5	.....	5	.....	.....	18	.....	.....	.....	.....	.....	5	.....	51	166
1858	1852	Non-sect..	18	5	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	163	167
1856	1857	Non-sect..	9	1	8	.....	.....	.....	35	32	27	21	10	.....	.....	125	168
1844	1844	M. E. So	6	3	3	5	1	.....	.....	.....	.....	.....	.....	.....	.....	181	169
1850	1850	Cumb. P..	5	3	2	.....	.....	.....	51	13	37	17	8	24	.....	150	170
1885	1882	Baptist ..	5	2	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	85	171
1851	1852	M. E. So	8	3	5	7	1	45	35	25	24	16	.....	.....	.....	145	172
1881	1880	M. E. So	17	.....	.....	.....	.....	.....	.....	(250)	.....	.....	.....	.....	.....	250	173
1862	1860	R. C .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	63	174
1869	1865	Non-sect..	20	1	19	19	1	35	35	45	50	125	.....	35	.....	325	175
.....	1850	Presb.	9	.....	.....	.....	.....	.....	.....	(70)	.....	.....	.....	.....	.....	90	176
1884	1853	Non-sect..	8	1	7	7	1	26	30	40	25	5	.....	.....	.....	126	177
1850	1851	Baptist ..	8	4	4	7	1	72	32	35	29	21	0	21	4	214	178
1872	1854	Non-sect..	6	1	5	.....	.....	.....	54	.....	(175)	.....	.....	2	.....	231	179
.....	1847	R. C	21	.....	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	161	180
1875	1840	.....	10	7	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	146	181
1846	1846	Baptist ..	11	4	7	.....	.....	.....	.....	(93)	.....	.....	.....	.....	.....	93	182
1880	1867	R. C	10	.....	10	4	6	150	25	12	9	4	.....	.....	.....	200	183
1857	1856	Meth	10	4	6	.....	.....	34	50	39	21	11	.....	.....	6	161	184
1834	1834	M. E.	6	4	2	.....	.....	24	.....	(98)	.....	.....	.....	91	.....	213	185
1862	1869	Free Bapt.	8	3	5	7	1	12	20	18	16	4	5	.....	.....	75	186
1853	1858	M. E. So	5	.....	.....	4	1	.....	.....	.....	.....	.....	.....	.....	.....	53	187
1857	1857	Non-sect..	10	1	9	.....	.....	70	14	30	25	3	.....	3	.....	145	188
1883	1883	M. E. So	8	3	5	7	1	30	.....	(92)	.....	.....	.....	7	.....	135	189
1859	1860	Baptist ..	7	3	4	6	1	17	.....	(90)	.....	.....	.....	.....	.....	107	190
1843	1842	Baptist ..	15	6	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	149	191
0	1866	Non-sect..	6	0	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	192
1874	1873	Luth	9	3	6	.....	.....	30	.....	(55)	.....	.....	.....	8	12	105	193
1880	1880	Non-sect..	12	4	8	10	2	77	33	42	28	24	.....	34	.....	238	194
1863	1862	Non-sect..	5	2	3	.....	.....	.....	.....	(20)	.....	.....	.....	.....	.....	80	195
1853	1833	Baptist ..	10	1	9	.....	.....	25	.....	(105)	.....	.....	25	.....	.....	155	196
1870	1870	Luth .....	.....	.....	.....	.....	.....	27	.....	(50)	.....	.....	.....	.....	.....	77	197
1844	1847	P. E.	14	3	11	11	3	20	20	.....	(66)	.....	.....	.....	.....	106	198
1837	1837	M. E. So	15	.....	.....	.....	.....	.....	.....	(105)	.....	.....	.....	.....	.....	105	199
1856	1857	Non-sect..	3	1	2	2	1	11	9	11	9	.....	.....	.....	.....	40	200
1874	1874	P. E.	8	3	5	.....	.....	17	.....	(52)	.....	.....	.....	0	.....	69	201
1874	1874	M. E. So	7	2	5	.....	.....	8	.....	(57)	.....	.....	.....	.....	.....	65	202
1848	1848	Non-sect..	4	.....	.....	.....	.....	.....	.....	(90)	.....	.....	.....	.....	8	50	203
1855	1856	Cong	6	.....	6	.....	.....	49	4	6	2	9	.....	.....	.....	70	205
1851	1852	Non-sect..	15	2	13	.....	.....	.....	.....	(183)	.....	.....	.....	.....	.....	183	206
1852	1852	R. C	23	.....	23	14	9	80	27	22	15	6	.....	.....	.....	150	207

aReorganized in 1877.

28	College Temple.....	4	4	3	0	1	2	2	1,500	20-30	50	125	26,000	1,500	75	.....
29	Rome Female College.....	0	5	4	4	4	4	4	1,600	30	50	200	15,000	1,500	.....	.....
30	Shorter College.....	30	5	4	4	4	4	4	1,600	24-50	60	200	.....	.....	.....	.....
31	Young Female College.....	31	5	3	3	2	2	1	.....	15	25	125	.....	.....	.....	.....
32	Knox Seminary.....	4	4	4	4	1½	1	.....	1,500	30	45	135	40,000	.....	.....	.....
33	Almira College.....	4	4	3	4	2	1	.....	1,000	40	40	150	100,000	.....	.....	1,650
34	Illinois Female College*.....	4	4	3	4	2	1	.....	1,000	40	50	214	100,000	.....	.....	3,000
35	Jacksonville Female Academy.....	4	4	3	4	2	1	.....	1,000	40	(380)	.....	100,000	.....	.....	.....
36	St. Mary's School.....	4	4	3	2	1	1	.....	.....	40	.....	.....	.....	.....	.....	.....
37	Ferry Hall, Lako Forest University.....	4	4	4	4	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
38	Chicago Female College*.....	4	4	4	4	4	4	.....	3,000	.....	50	.....	100,000	.....	.....	.....
39	Mt. Carroll Seminary.....	e3	5	4	5	1½	1	4	2,750	30	45	.....	125,000	17,000	1,109	28,124
40	Rockford Seminary.....	.....	4	4	4	4	4	.....	2,500	.....	(200)	.....	15,000	.....	.....	.....
41	Westminster Seminary for Young Ladies.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
42	De Pauw College for Young Women.....	.....	4	4	4	4	4	.....	2,527	.....	.....	.....	.....	.....	.....	.....
43	Immaculate Conception Academy.....	4	4	4	6	2	1	4	40	30	36	180	50,000	.....	.....	.....
44	Callanan College.....	0	4	4	4	4	4	.....	.....	30	40	210	.....	.....	.....	.....
45	College for Young Ladies.....	4	4	4	4	4	4	.....	2,000	35	40	160	40,000	.....	.....	4,820
46	College of the Sisters of Bethany.....	4	3	3	4	.....	.....	3	.....	30	50	160	20,000	.....	.....	3,000
47	Clinton College*.....	4	5	4	4	2	1	.....	500	30	60	160	20,000	.....	.....	3,000
48	Caldwell and Bell College.....	1	4	4	4	1	1	.....	500	30	40	130	20,000	.....	.....	3,000
49	Georgetown Female Seminary.....	4	4	4	4	4	4	.....	3,500	.....	(200)	.....	35,000	.....	.....	.....
50	Liberty Female College.....	1	5	4	4	1	1	.....	.....	50	50	150	30,000	.....	.....	7,000
51	Daughters' College.....	12	4	6	6	4	4	6	250	30-45	60	160	30,000	.....	.....	2,500
52	Bethel Female College.....	4	4	4	4	2	1	.....	1,000	30	60	220	100,000	.....	.....	.....
53	Garrard Female College.....	6	4	3	4	2	2	3-8	600	30	40	138	.....	.....	.....	.....
54	Hamilton Female College.....	4	4	4	4	4	4	4	.....	30,60	60	230	100,000	.....	.....	.....
55	St. Catherine's Female Academy.....	4	4	4	4	1½	1½	4	300	50	80-130	300	200,000	5,000	1,800	8,500
56	Sayre Female Institute.....	2	4	4	4	2-4	2-4	1 2-4	1,000	20	25	160	12,000	.....	.....	.....
57	Louisville Female College.....	4	4	4	4	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
58	Millersburgh Female College.....	.....	4	4	4	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
59	Jossamine Female Institute.....	1	4	4	4	4	4	.....	200	27	42-52	250	8,000	.....	.....	3,000
60	Logan Female College.....	4	4	4	4	1½	1½	3	800	32½	42½-52½	150	30,000	32½	.....	3,500
61	Science Hill School.....	0	4	3	5	2	2	1	2,000	45	60	200	25,000	.....	.....	α15,500
62	Stuart's Female College.....	4	4	4	4	2	1	.....	700	32	42-50	200	10,000	.....	.....	.....
63	Stanford Female College*.....	4	4	4	4	2	1	.....	200	25-40	50	160	12,000	.....	.....	.....
64	Cedar Bluff Female College.....	4	4	4	4	2	1	.....	1,500	40	40	160	40,000	.....	.....	3,200
65	Silliman Female Collegiate Institute.....	30	4-0	2	2	3	1	1	1,000	20-30	50	160	35,000	25,000	1,800	3,400
66	Mansfield Female College.....	0	4	4	4	2	2	2	1,000	20	40-50	135	25,000	.....	.....	3,000
67	Minden Female College.....	12	3	1	2	2	1	0	300	20-40	50	120	10,000	.....	.....	.....
68	Maine Wesleyan Seminary and Female College.....	.....	8	4	4	4	4	.....	4,000	50	79	.....	.....	.....	.....	.....
69	Baltimore Academy of the Visitation.....	.....	26	4	3	3	1	3	3,900	40-50	60-150	225	25,600	.....	2,600	2,500
70	Baltimore Female College.....	5	4	4	4	2	1	.....	500	48	48	160	10,000	.....	.....	.....
71	Cambridge Female Seminary.....	5	4	3	5	2	2	3	800	25	50	225	100,000	.....	34,000	5,000
72	Fredrick Female Seminary.....	4	4	2	3	1	1	2	800	25-40	60	130	30,000	.....	.....	.....
73	Lutherville Female Seminary.....	4	4	2	3	1	1	.....	.....	54	54	246	50,000	.....	72,514	6,718
74	Abbot Academy.....	8	4	2	4	1	1	.....	1,200	.....	90	310	80,000	.....	2,250	14,000
75	Lasell Seminary for Young Women.....	.....	4	4	4	4	4	.....	.....	.....	200	.....	.....	.....	.....	.....
76	Gannett Institute*.....	.....	4	4	4	4	4	.....	3,000	30-125	.....	300	.....	.....	.....	.....

a Includes receipts for board. b Board and tuition. c Partial.

* From Report of the Commissioner of Education for year 1884-'85.

TABLE 32.—Statistics of institutions for the superior instruction of women for 1885-'86, &c.—PART II—Continued.

	21	22	Number of years in full collegiate course.					Number of years of study.					Charge for tuition per annum in—		31	Property, income, &c.			
			French.	Latin.	Algebra.	Geometry.	German.	Preparatory course.	Regular course.	Average cost of board and lodg- ing per annum.	Value of grounds, build- ings, and apparatus.	32	33	34		35			
151 Friends' College for Women.....	3	4	2	2	0	0	2	2,500					\$275	\$350,000	\$750,000	\$10,000			
152 Pennsylvania Female College.....	4	4	1	3	1	3	2,500						160	50,000					
153 Bucknell Institute.....	4	4	1	3	1	3	1,000						225						
154 Brooke Hall Female Seminary*.....	4	4	1	3	1	3	700						240						
155 Orontz School for Young Ladies.....	4	4					1,200						200	35,000					
156 Philadelphia Seminary.....	4	4	4	4	4	4	1,500						210	25,000			\$5,000		
157 Washington Female Seminary.....	4	4	4	4	4	4	500						140	15,000					
158 Anderson Female Seminary.....	2	4	4	4	4	4	600						120	20,000	1,100	80			
159 Columbia Female College*.....	4	4	3	4	2	1	800						100	20,000		0	1,200		
160 Due West Female College*.....	5	3	3	4	2	3	300						100	6,000					
161 Greenville Female College*.....	0	2	1	3	1	3	300						120	12,000					
162 Wallula Female College*.....	12	4	1	3	1	1	1,500						135	30,000					
163 Williamston Female College.....	4	4	3	5	2	3	2,500						125	6,000					
164 Brownsville Female College.....	4	4	3	4	2	1	500						180	6,000			1,400		
165 Westray Female College.....	4	4	3	4	2	1	500						150	75,000			1,500		
166 Broadhurst Institute*.....	4	4	3	4	2	2	600						150	20,000			6,000		
167 Columbia Athenaeum.....	4	4	3	4	2	4	2,000						150	20,000					
168 Tennessee Female College.....	5	4	3	4	3	1	2,000						120	25,000			3,000		
169 Memphis Conference Female Institute.....	4	4	3	4	3	1	2,000						120	16,000			1,500		
170 Cumberland Female College.....	4	4	3	4	3	1	2,000						120	16,000			2,400		
171 Baptist Female College.....	4	4	3	4	2	1	2,000						120	16,000			180		
172 Seneca Female College.....	1	4	3	4	2	1	2,000						120	16,000					
173 Nashville College for Young Ladies.....	4	4	3	4	2	1	2,000						120	16,000					
174 St. Cecilia's Academy.....	5	4	3	4	2	1	2,000						120	16,000					
175 W. E. Ward's Seminary for Young Ladies.....	4	4	3	4	2	1	2,000						120	16,000					
176 Synodical Female College.....	4	4	3	4	2	1	2,000						120	16,000					
177 Shelbyville Female College.....	1	4	3	4	2	1	2,000						136	6,000			5,000		

178	Mary Sharp College.....	0	4	0	4	2	2	0	1,500	30-40	60	135	20,000	0	0	10,500
179	Jones' School for Young Ladies*.....	4	4							33	50	169	25,000			5,000
180	Ursuline Academy.....	4	4							30-30	40-50	200				
181	Ladies' Annex, Southwestern University.....	3, 4, 5	4							30-40	50	2,200-2,255				
182	Baylor Female College*.....	4	4						500			150	15,000			
183	Nazareth Academy.....	5	4						1,000	20	39					
184	Waco Female College.....	4	2	3	2	1	2		551	30	50	160	27,500			7,600
185	Vermont Methodist Seminary and Female Col- lege.....	4														
186	Green Mountain Seminary.....	8	4	2	3	1½	1		1,100	15	22	95	20,000	600		1,200
187	Martha Washington College.....	4	4							15-30		200				
188	Montgomery Female College.....	4	4	4	2	2	4		1,000	20, 25, 30	40-50	150	15,000			8,000
189	Danville College for Young Ladies.....	4	4	3	4	1½	3		350	35	50	135	40,000			
190	Keonoke Female College.....	4	3	3	1-2	1	2		500	36	50	135	2,500			
191	Hollis Institute*.....	4	3						1,000	30	60	150	30,000			15,000
192	Edge Hill School.....											250				
193	Marion Female College.....	3	2	4	2	2	2			20-30	40	110	20,000			
194	Norfolk College for Young Ladies.....	5	5	5	2½	1	5		140	40, 48	60	180	50,000			15,800
195	Southern Female College.....	4	3	6	1	1	3		1,200	40	50	150	20,000			
196	Richmond Female Institute*.....	0	4						200	45	60-100	180	60,000			
197	Staunton Female Seminary.....		4	3	4	2	1½		800	30	30	172	2,500			2,500
198	Virginia Female Institute.....	9	4	3	4	1½	1		500	27	50	200	40,000			
199	Wesleyan Female Institute.....	2-4	3	3	4	1	3		350			135	12,000			1,250
200	Fanquier Female Institute.....	4	4	3	3	1	1		500	30	40-50	200	12,500			2,500
201	Episcopal Female Institute*.....	0	4	3	4	3	2		800	39	40	180	20,000			1,600
202	Valley Female College*.....	2							800	35	45	180				
203	Parkersburg Female Seminary.....								450	(50)			30,000			
204	Wheeling Female College.....	4	4	3½	1½	½	2		1,500	28	23	122	25,000	500		1,315
205	Wisconsin Female College.....								3,000	(50, 60, 80)			57,000			
206	Milwaukee College.....	4	4	3	4	2	3		1,000	(165)						
207	St. Clara Academy.....	4	4	3	4	2	3									

b Average.

a Board and tuition.

* From Report of the Commissioner of Education for year 1884-'85.

List of institutions for the superior instruction of women from which no information has been received.

Location.	Name.	Location.	Name.
Summerfield, Ala..	Centenary Female College.	New York, N. Y.	Academy of the Sacred Heart.
Berkeley, Cal.	Harmon Seminary.	(49 W. 17th st.).	English, French, and German School.
Farmington, Conn..	School for Girls (Miss Sarah Porter).	New York, N. Y.	Madame Roch's School.
New Haven, Conn.	Grove Hall.	(222 Madison ave).	
Waterbury, Conn..	Congrégation de Notre Dame.	New York, N. Y.	Reed College.
Windsor, Conn.	Young Ladies' Seminary.	(713 Madison ave).	
Fernandina, Fla.	Nassau College for Young Ladies.	New York, N. Y.	School and classes (Miss Mary H. Norris).
Columbus, Ga.	Columbus Female College.	(6, 8 W. 53d street).	Poughkeepsie Female Academy.
Hamilton, Ga.	Hamilton Female College.	New York, N. Y.	Oxford Female Seminary.
Lumpkin, Ga.	Lumpkin Masonic Female College.	(46 E. 58th street).	St. Mary's School.
Chicago, Ill. (485 W. Taylor street).	Seminary of the Sacred Heart.	Poughkeepsie, N. Y.	Mt. Auburn Young Ladies' Institute.
Highland Park, Ill.	Highland College for Women.	Oxford, N. C.	Cooper Academy.
Morris, Ill.	St. Angela's Academy.	Raleigh, N. C.	Wilson College.
St. Mary's, Ind.	St. Mary's Academic Institute.	Cincinnati, Ohio	Miss Mary E. Stevens' Boarding and Day School for Young Ladies.
Iowa City, Iowa ...	St. Agatha's Seminary.	Dayton, Ohio	Academy of Notre Dame.
Mt. Pleasant, Iowa.	Mt. Pleasant Female Seminary.	Chambersburgh, Pa.	Chegary Institute.
Franklin, Ky.	Franklin Female College.	Germantown, Pa.	
Mt. Sterling, Ky.	Mt. Sterling Female College.	(West Chelton ave).	Mrs. Goodwin Watson's English, French, and German Young Ladies' School.
Peevee Valley, Ky.	Kentucky College for Young Ladies.	Philadelphia, Pa.	Pennsylvania Female College.
Augusta, Me.	Maine Wesleyan Seminary and Female College.	Philadelphia, Pa.	Pittsburgh Female College.
Holly Springs, Miss	Franklin Female College.	(1527 Spruce st.).	Cottage Hill College.
Port Gibson, Miss.	Port Gibson Female College.	Philadelphia, Pa.	Bellevue Female College.
Sardis, Miss.	Female College.	(4111 Walnut st.).	Columbia Female Institute.
St. Louis, Mo.	Academy of the Visitation.	Pittsburgh, Pa.	State Female College.
Burlington, N. J.	St. Mary's Hall.	York, Pa.	Martin Female College.
Brooklyn, N. Y.	Athensum Seminary.	Colliersville, Tenn..	Bryan Female Institute.
Brooklyn, N. Y.	Brooklyn Heights Seminary.	Columbia, Tenn.	Soulé College.
Buffalo, N. Y.	St. Clare's Academy.	Memphis, Tenn.	Goliad College.
Lockport, N. Y.	St. Joseph's Academy.	Pulaski, Tenn.	Albemarle Female Institute.
New York, N. Y.	Academy of Mount St. Vincent-on-the-Hudson.	Bryan, Tex.	Augusta Female Seminary.
		Chapel Hill, Tex.	Broadus Female College.
		Goliad, Tex.	Kemper Hall.
		Charlottesville, Va.	
		Staunton, Va.	
		Clarksburgh, W. Va.	
		Kenosha, Wis.	

Memoranda to Table 32.

Location.	Name.	Remarks.
Danville, Ky.	Caldwell Female College.....	Name changed to Caldwell and Bell College.
Granville, Ohio	Young Ladies' Institute	Name changed to Shepardson College.
Lewisburgh, Pa.	University Female Institute.....	Name changed to Bucknell Institute.
Bristol, Tenn.	Wester Female College	Suspended.
Dallas, Tex.	Dallas Female College	Name changed to Jones School for Young Ladies.
Paris, Tex.	Woodlawn Female College	Suspended.

UNIVERSITIES AND COLLEGES.

GENERAL VIEWS.

Table 39 presents the statistics of colleges for men or for both sexes,¹ which agree at least in this respect: they all make provision for the course of study which, by common consent, is assigned to the colleges of liberal arts. The majority of the institutions tabulated confine themselves to the undergraduate courses leading to the B. A. or other first degree. A few began their existence as parts of university organizations, comprehending in their original purpose the whole round of human knowledge and showing in their development more or less progress towards this ideal. A still smaller number, having originally the single aim of the colleges of liberal arts, has developed graduate and professional schools or courses of equal or superior importance to the undergraduate course. Institutions belonging to the second and third group appear also in Tables 43, 44, 48, 50, and 52, according to the number and character of their several departments. No provision has heretofore been made in the reports of this Office for the tabular representation of these colleges or universities as organic wholes.

The total number of institutions presented in Table 39 is 345, having, so far as reported, 4,670 professors and 67,623 students. The latter are distributed as follows: 25,393, preparatory; 14,246, classical; 4,872, scientific.

CONSIDERATION BY GROUPS.

For purposes of more particular examination it is desirable to resolve the great variety of institutions included in Table 39 into groups possessing as nearly as possible common characteristics. Such division may properly be based upon the fact of tabulation in one, in two, or in several tables pertaining to the general subject of superior instruction.

Out of the total number, 231 are colleges that can be adequately represented in Table 39. These may be divided into two groups as follows: Having preparatory departments, 179; having no preparatory departments, 52. Of the former, 168, and of the latter, 22, report students in the collegiate course to the number of 15,989, leaving 40 that make no report of collegiate work.

Twenty of the institutions in Table 39 appear also in Table 43; of these 11 were either created by the land grant of 1862, or else have added to their original foundations new colleges or departments which received the benefit of that grant. Nine are represented in Table 44 by schools or departments of science not endowed by the land grant. Sixteen of the 20 report students in college courses, the total being, as far as regards the departments included in Table 39, 2,839. There remain to be considered 93 colleges or universities which, in addition to departments represented in Table 39 or in Tables 39 and 43 or 44, have one or more professional schools.

From the analysis of the statistics relating to this number it appears that 40 tabulated in 39 only, and 2 tabulated in 39 and 48, have theological departments; 8 tabulated in 39 only, and 3 tabulated in 39 and 50, have law departments; 7 tabulated in 39 only, and 6 tabulated in 39 and 52, have medical schools. Of the whole number (viz, 66), 64 report students in college courses to the number of 7,960.

The remaining 28 institutions, with the single exception of Johns Hopkins University, have more than 1 professional school or department. The number of collegiate students credited to them, so far as regards Table 39, is 5,627, 4 colleges not reporting.

THE SITUATION AND TENDENCIES AS DISCLOSED BY THE ANALYSIS.

The foregoing analysis throws some light upon the progress and present status of provision for liberal culture and professional training in the United States. Before

¹ Five colleges for women are included. These are in New York State, and sustain the same relation to the University of New York as do the colleges for men.

the adoption of the Federal Constitution, colleges had been chartered in 12 of the original 13 States, had been organized in 9, and were organized in the remaining 4 within 14 years of the date of the Constitution. The University of North Carolina, which was not chartered until 1789, was organized 8 years after the adoption of the Constitution.

Zeal for learning was diffused throughout the country at that early period, and has remained a common characteristic to the present day. The familiar expression, "learned professions," explains the affiliation of professional schools with colleges, illustrated, as we have seen, in the case of 93 of the colleges included in the table under consideration. The practical realization of the university ideal may, perhaps, be regarded as a feature of the recent history of learning in the United States; but that the ideal itself had early recognition among us, the organization of the University of Virginia and the charter schemes of several others bear witness. The unwarrantable use of the word "university" in many cases tends to confuse the mind as to the actual growth and promise of institutions which are undoubtedly destined to become seats of universal learning and potential sources of truth and progress. Twenty-five universities included in Table 39 are State institutions, whose development will be limited only by the will and resources of their respective Commonwealths. The majority of these must be regarded as merely the expression of a grand purpose, but several have already achieved honorable places in the roll of recognized universities. The universities founded in recent years by private munificence show similar diversity of character—here a promise whose fulfilment depends wholly upon the future, there a large and vigorous reality.

The true status of those superior institutions, which comprise several departments, is not easily discerned when the departments are presented in separate tables. For this reason an effort has been made in the following pages to exhibit, in a synoptic view, several institutions which make provision for undergraduate courses in arts and science, and for graduate and professional courses.

The tables are merely tentative, and include only such institutions as had furnished information available for use in the form desired. Time was wanting for the special correspondence that would have been necessary to make the tables complete in respect to the number of institutions.

The schemes of superior instruction here displayed appear to be substantially the same for the entire country. Johns Hopkins University presents the simplest organization, including under the single philosophical faculty, provisions similar to those offered elsewhere in distinct colleges or schools. As yet this university has no professional department, but the creation of a medical school is foreshadowed in a preliminary course in medicine.

Provision for graduate instruction is a notable feature of several of the institutions here presented. To them must be credited 43 per cent. of all the graduate students reported for the year. This is exclusive of students in professional courses who had received a collegiate degree. As a rule, professional courses in the United States are not post-graduate courses. The statistics for the current year show that, of medical students in the regular school, only 6 per cent. had received a degree in arts or science; of law students, 23 per cent.; of theological students, 21 per cent. The proportion of such students in the professional departments, included in the tables under consideration, is higher than for the country at large. It should be observed that the ratio given for theological students does not fairly represent the standard of preparation required in the schools of theology, as the Roman Catholics and some other denominations maintain classical seminaries whose students pass on to the theological course without receiving a degree, although their training has been substantially the same as that afforded by the arts colleges.

The development of graduate courses of instruction stimulates efforts for raising the standard of professional training. The chief obstacle to the success of these efforts appears to be the length of time and the increased expense to the student involved in the more extended course. This difficulty would be measurably overcome by endowments for the professional schools, which would make them less dependent upon tuition fees, and by adaptations of the college or graduate curriculum, which would shorten the period of study for the B. A. degree. With respect to the latter point, President Eliot, of Harvard University, observes in his report for 1885-'86:

"The average age at which Harvard graduates get the degree of bachelor of arts is about twenty-two years and seven months. If such bachelors of arts then spend four years in the study of medicine, they are twenty-six years and seven months old when they are ready to begin the practice of their profession. The faculty consider this unreasonable postponement of entrance into practice a serious evil which it is their duty to combat, since more than half of their students—and that much the best half—are graduates of colleges or scientific schools. They therefore laid before the Academic Council in June last a plan for the abridgment of the college course by those students who go from college directly into one of the professional schools of the university. The subject could not be taken up satisfactorily by the council at the

close of the year, but it has been under discussion in the year now current, and will receive the most careful consideration. That a great evil has been pointed out is generally admitted—an evil which affects American colleges quite as unfavorably as it does professional schools.”

The consideration of the several classes under which the colleges and the universities of the United States may be presented will, it is hoped, suffice to show that superior instruction in this country is rapidly assuming definite character as regards both its instruments and its purposes. As the process goes on, pretentious institutions are naturally overborne and finally disappear, while those that have “a name to endure” strike their roots deeper and deeper into the community. For a full view of the equipment of the colleges and universities the reader is referred to the columns of Table 39, showing the number of instructors, the property valuation, productive funds, &c.

TABLE 33.—Statistics of selected corporations having distinct faculties for

	Universities and colleges.	Colleges of arts.					Science schools.					Additional schools preparing for other first degrees.				Total No. of students in arts and science.	No. of graduate students, arts and science.		
		Instructors.		Students.			No. of distinct faculties.	Instructors.		Students.			No. of distinct faculties.	Instructors.				Students.	
		No. in faculty.	No. of additional instructors.	No. in regular course.	No. in special or optional course.	No. of schools.		No. in faculty.	No. of additional instructors or assistants.	No. in regular course.	No. in special or optional course.	No. of schools.		No. in faculty.	No. of additional instructors.			No. in regular course.	No. in special or optional course.
1	Boston University, Boston, Mass.	18	....	110	30	1	.....	.....	.....	.....	1	1	12	...	99	....	243	21	
2	Harvard University, Cambridge, Mass.	62	26	958	110	1	1	21	6	10	12	1	1	7	1	4	1094	72	
3	Dartmouth College, Hanover, N. H.	18	...	249	....	2	2	13-4	.....	63-4	.....	1	1	9	....	40	....	356	1
4	Yale University, New Haven, Conn.	33	....	563	....	1	1	29	.....	220	.....	8	.....	.....	.....	.....	791	65	
5	Columbia College, New York, N. Y.	50	....	241	.....	.....	.....	.....	.....	.....	.....	1	1	30	....	235	....	472	23

undergraduate courses in arts and science and one or more professional schools.

Divinity schools.			Law schools.			Schools of medicine.			Dental schools.			Pharmacy schools.			Other schools.		
No. in faculty.	No. of additional instructors, lecturers, &c.	No. of students.	No. in faculty.	No. of additional instructors, lecturers, &c.	No. of students.	Designation.	No. in faculty.	No. of additional instructors, lecturers, &c.	No. of students.	No. in faculty.	No. of additional instructors, lecturers, &c.	No. of students.	No. in faculty.	No. of additional instructors, lecturers, &c.		No. of students.	
13	75	5	26	183	H.	30	.....	98	.....	.....	.....	.....	.....	.....	"School of all Sciences," reporting 102 students, and a "College of Music," reporting 19 students.	1
9	25	6	.....	154	R.	23	30	264	11	18	33	.....	.....	.....	"School of Veterinary Medicine," reporting 11 in the faculty, 8 additional instructors, and 27 students.	2
.....	R.	15	.....	61	.....	.....	.....	.....	.....	.....	.....	3
7	6	110	7	7	62	R.	9	9	28	.....	.....	.....	.....	.....	.....	"School of the Fine Arts," reporting 7 in the faculty and 48 students.	4
.....	9	.....	.....	344	R.	28	41	502	.....	.....	.....	.....	.....	.....	"School of Political Science," reporting 71 students, and collegiate course for women, 13 students.	5

TABLE 34.—Statistics of selected corporations having combined faculties for undergraduate courses in arts and science and one or more professional schools.

Universities.	Department or college of arts and science.				Department of law.	Department of medicine and surgery.	Homeopathic medicine school.	Dental college.	Schools of pharmacy.					
	Faculty and instructors.	Number of students in regular course.	Number of students in special or optional course.	Number of graduate students.					Number in faculty.	Number of students.	Number in faculty.	Number of students.	Number in faculty.	Number of students.
University of the City of New York	15	44			12	64	41	568						
University of Pennsylvania ^a	39	330	44	6	5	109	47	381		27	111			
University of Michigan	47	474	85	23	5	286	22	327	5	49	7	90	11	61
University of Alabama	15	96	63	0	3	15								
University of North Carolina	16	127	36	6	2	23								

^a Auxiliary medical department reporting 5 in faculty and 23 students; department of veterinary medicine—faculty, 10; additional instructors, 5; students, 44.

TABLE 35.—Statistics of selected corporations which are organized in departments, each department comprising a group of schools.

Departments and universities.	Academical course.		Professional course.		Number of students.	Philosophical faculty.			
	Faculty and instructors.	Number of schools.	Faculty and instructors.	Number of schools.		Professors.	Students.		
							Matriculates, including candidates.	Special.	Graduates including fellows.
University of Virginia					303				
Literary department	8	6							
Scientific department	8	6							
Department of medicine			5	4					
Department of law			12	2					
Department of engineering			7	1					
Department of agriculture			6	1					
Vanderbilt University					553				
Literary department	22	10							
Department of medicine			22	1					
Department of law			5	1					
Department of engineering			22	1					
Biblical department			16	5					
Department of pharmacy			6	1					
Dental department			15	1					
Johns Hopkins University						44	96	34	184

CLASSIFICATION OF COLLEGIATE STUDENTS.

The development of science courses and the extension of optional courses are interesting features of recent college history. The relation of these courses to each other and to the entire undergraduate work is shown in the following summary by geographical sections.

Two sets of ratios are here tabulated. The first set shows the ratios of the classical and of the scientific students to the whole number of collegiate students. The second set shows the ratio of classical students, of scientific students, and of students reported under both heads to the whole number of classified students, which is presumably the whole number of students preparing for bachelors' degrees.

TABLE 35.—A general view of the relative number of classical and scientific students in American colleges and universities for 1885-'86.

Divisions.	Number of colleges.	Ratio of classical students to whole number of collegiate students.	Ratio of scientific students to whole number of collegiate students.	Number of colleges that report classification of students.	Ratio of classical students to whole number of classified students.	Ratio of scientific students to whole number of classified students.	Ratio of students reported under both heads to whole number of classified students.
NORTH ATLANTIC DIVISION.							
		<i>Per ct.</i>	<i>Per ct.</i>		<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>
1. Maine.....	3	98	.....	3	100	.....	.....
2. New Hampshire.....	1	.....	.....	1	.....	.....	100
3. Vermont.....	2	43	31	2	60	40	.....
4. Massachusetts.....	6	79	1	6	87	1	12
5. Rhode Island.....	1	79	17	1	82	18	.....
6. Connecticut.....	3	89	8	3	92	8	.....
7. New York.....	22	53	26	21	65	32	3
8. New Jersey.....	4	77	8	3	81	9	.....
9. Pennsylvania.....	24	43	13	22	70	21	9
Totals and general ratios.....	66	59	14	62	74	18	8
SOUTH ATLANTIC DIVISION.							
1. Delaware.....	1	19	46	1	30	70	.....
2. Maryland.....	7	22	3	4	75	9	16
3. District of Columbia.....	5	8	3	2	73	27	.....
4. Virginia.....	7	23	2	3	94	6	.....
5. West Virginia.....	2	.....	.....	1	.....	.....	190
6. North Carolina.....	9	16	1	6	49	5	46
7. South Carolina.....	8	50	9	7	71	12	17
8. Georgia.....	7	89	1	6	99	1	.....
9. Florida.....	1	.....	.....	.....	.....	.....	.....
Totals and general ratios.....	47	30	3	30	75	8	17
NORTHERN CENTRAL DIVISION.							
1. Ohio.....	32	20	9	21	39	19	42
2. Indiana.....	14	52	17	13	65	21	14
3. Illinois.....	24	25	13	19	51	26	23
4. Michigan.....	9	6	6	5	40	43	17
5. Wisconsin.....	8	40	36	8	52	43	.....
6. Minnesota.....	4	23	21	3	37	43	.....
7. Iowa.....	19	23	15	13	64	36	.....
8. Missouri.....	16	11	11	12	17	17	63
9. Dakota.....	3	34	4	1	99	10	.....
10. Nebraska.....	4	39	16	3	69	31	9
11. Kansas.....	9	11	8	7	16	13	71
Totals and general ratios.....	142	23	13	110	46	26	28

TABLE 36.—A general view of the relative number of classical and scientific students in American colleges and universities, &c.—Continued.

Divisions.	Number of colleges.	Ratio of classical students to whole number of collegiate students.	Ratio of scientific students to whole number of collegiate students.	Number of colleges that report classification of students.	Ratio of classical students to whole number of classified students.	Ratio of scientific students to whole number of classified students.	Ratio of students reported under both heads to whole number of classified students.
SOUTHERN CENTRAL DIVISION.							
		<i>Per ct.</i>	<i>Per ct.</i>		<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>
1. Kentucky	12	24	16	8	50	34	16
2. Tennessee.....	17	17	6	11	63	20	17
3. Alabama.....	3	41	14	2	75	25	.....
4. Mississippi.....	3	38	58	2	40	60	.....
5. Louisiana.....	11	19	4	7	52	10	38
6. Texas.....	6	6	6	4	26	27	47
7. Indian Territory							
8. Arkansas.....	4	73	11	4	78	12	10
Totals and general ratios.....	56	21	11	38	54	27	19
WESTERN DIVISION.							
1. Montana.....	1	45	.....	1	100	.....	.....
2. Wyoming.....							
3. Colorado.....	3	22	24	3	31	35	34
4. New Mexico.....							
5. Arizona.....							
6. Utah.....	1						
7. Nevada.....							
8. Idaho.....							
9. Washington.....	2	68	32	2	68	32	.....
10. Oregon.....	6	4	9	5	9	18	73
11. California.....	12	25	12	8	68	32	.....
Totals and general ratios.....	25	21	10	19	59	30	11

RATIO OF COLLEGE STUDENTS TO POPULATION.

From the comparison of the number of students in the college course reported from each geographical section with the total population of each section it appears that in the North Atlantic division there is one college student for every 1,286 inhabitants; in the South Atlantic division there is one for every 1,600 inhabitants; in the Northern Central division there is one for every 1,273 inhabitants; in the Southern Central division there is one for every 1,532 inhabitants, and in the Western division there is one for every 1,031 inhabitants.

COMPARATIVE STATISTICS OF ATTENDANCE ON CLASSICAL AND SCIENTIFIC COURSE FOR THE LAST FIVE YEARS.

The following table shows the attendance for the last five years on the classical and scientific courses of colleges and universities, and at institutions wholly devoted to scientific instruction, as reported to this Office from the States of the North Atlantic division and from certain individual institutions in other sections.

The section specified was selected as not only answering best the requirement of completeness of statistics, but as the next to the most populous, though the smallest. Unable, from the magnitude of the work, to give in this report the attendance at the institutions of the whole country with the same exhaustive fulness, the Office has confined itself to giving the statistics of a few institutions of each of the other geographical sections, selecting those that have reported most fully.

TABLE 37.—Attendance on the regular courses of the colleges and scientific schools of the States of the North Atlantic division, as reported annually to the Bureau of Education for the five years last past.

Name of institution.	Students in classical course.					Students in scientific course.					Name of scientific department.
	1881-'82.	1882-'83.	1893-'84.	1894-'85.	1895-'86.	1881-'82.	1882-'83.	1883-'84.	1884-'85.	1885-'86.	
Bowdoin College, Brunswick, Me.	141	141	107	112	136	5	3				
Bates College, Lewiston, Me.	127	101	115	124	139	4					
Colby University, Waterville, Me.	145	122	113	117	119	103	81	76	84	92	
Maine State College of Agriculture and the Mechanic Arts, Orono, Me.						a44	60	68	(*)	66	Chandler Scientific Department.
Dartmouth College, Hanover, N. H.	a217	235	222	(*)	219	a66	4	9	7	7	Thayer School of Civil Engineering.
New Hampshire College of Agriculture and the Mechanic Arts, Hanover, N. H.						43	43	28	(*)	51	
University of Vermont and State Agricultural College, Burlington, Vt.	54	56	(*)	6115	71	21	22	(*)	(e)	71	
Middlebury College, Middlebury, Vt.	a39	38	37	37	(*)					(*)	
Norwich University, Northfield, Vt.	329	(*)	297	356	330	20	(*)	27	51	31	
Amherst College, Amherst, Mass.	115	110	95	6100	(*)	8	(*)	13	10	(*)	
Boston College, Boston, Mass.	82	78	87	99	119	2					
Boston University (College of Liberal Arts), Boston, Mass.											
Harvard College, Cambridge, Mass.	823	832	905	936	958	13	14	13	15	10	Lawrence Scientific School.
Tufts College, College Hill, Mass.	56	(*)	66	73	75	7	7	3	6	4	Busssey Institute.
Williams College, Williamstown, Mass.	253	249	271	238	280	6	(*)	10	23	25	
Massachusetts Agricultural College, Amherst, Mass.						93	80	90	98	107	
Massachusetts Institute of Technology, Boston, Mass.						164	219	272	368	440	
Worcester County Free Institute of Industrial Science, Worcester, Mass.						123	132	136	142	155	
Trinity College, Hartford, Conn.	97	84	64	(*)	74				(*)	22	
Wesleyan University, Middletown, Conn.	6155	(*)	152	(*)	138	(e)	(*)	33	(*)	49	
Yale College, New Haven, Conn.	691	611	612	580	570	162	181	201	220	223	Sheffield Scientific School.
Brown University, Providence, R. I.	4251	263	(*)	6210	192	(e)	7	(*)	(e)	41	Agricultural and Scientific Department.
St. Bonaventures College, Allegany, N. Y.	663	661	(*)	663	56	31	33	(*)	31	33	
St. Stevens's College, Annandale, N. Y.	39	39	41	37	47	3				2	
Wells College (female), Aurora, N. Y.	18	22	32	30	24						
Brooklyn Collegiate and Polytechnic Institute, Brooklyn, N. Y.	63	119	42	42	48	43	(e)	112	103	70	

TABLE 37.—Attendance in the regular courses of the colleges and scientific schools of the States of the North Atlantic division, &c.—Continued.

Name of institution.	Students in classical course.					Students in scientific course.					Name of scientific department.
	1881-'82.	1882-'83.	1883-'84.	1884-'85.	1885-'86.	1881-'82.	1882-'83.	1883-'84.	1884-'85.	1885-'86.	
Monongahela College, Jefferson, Pa.	14	17	(*)	12	5	7	12	(*)	5	10	Name of scientific department.
Franklin and Marshall College, Lancaster Pa.	97	96	(*)	92	83	(b)	(*)	(*)	1884-'85.	1885-'86.	
Birkhead University, Lewisburgh, Pa.	a57	(*)	53	53	49	(b)	(*)	18	26	14	Name of scientific department.
Lincoln University, Lincoln, Pa.	c93	a100	(*)	171	134	(b)	(*)	(*)	(*)	(*)	
St. Francis College, Loretto, Pa.	65	12	15	(*)	(*)	(*)	27	12	(*)	(*)	Name of scientific department.
Allegheny College, Meadville, Pa.	108	(*)	99	(*)	107	(*)	(*)	(*)	(*)	(*)	
Westminster College, New Wilmington, Pa.	84	78	64	66	(*)	16	8	18	23	(*)	Name of scientific department.
Le Salle College, Philadelphia, Pa.	a67	63	42	50	98	(b)	47	201	(*)	103	
University of Pennsylvania, Philadelphia.	c127	130	165	(*)	121	e118	137	(*)	88	(*)	Name of scientific department.
Catholic College of the Holy Ghost, Pittsburgh, Pa.	34	17	35	52	(*)	79	(*)	(*)	(*)	(*)	
Lehigh University, South Bethlehem, Pa.	11	10	28	32	(*)	89	126	147	235	261	Name of scientific department.
Swarthmore College, Swarthmore, Pa.	73	56	44	44	49	35	17	31	49	52	
Augustine College of Villanova, Villanova, Pa.	c78	a111	(*)	39	a73	e32	(b)	(*)	1	(b)	Name of scientific department.
Washington and Jefferson College, Washington, Pa.	a135	136	a131	a158	116	(b)	14	(b)	(b)	16	
Pennsylvania State College, State College, Pa.						39	42	43	(*)	69	Name of scientific department.
University of North Carolina.	e113	59	59	67	127	e16	77	79	81	18	
University of Alabama, Tuscaloosa, Ala.	68	69	79	91	96	53	63	104	102	114	Name of scientific department.
University of Mississippi, Oxford, Miss.	82	43	54	50	48	55	65	65	79	95	
Monmouth College, Monmouth, Ill.	78	79	(*)	65	52	51	43	(*)	43	48	Name of scientific department.
Illinois College, Jackson, Ill.	21	23	20	19	(*)	53	63	53	47	(*)	
Marietta College, Marietta, Ohio.	69	54	(*)	32	45	9	15	(*)	11	26	Name of scientific department.
Beloit College, Beloit, Wis.	43	67	53	52	43	14	(*)	19	18	18	
University of Wisconsin, Madison, Wis.	135	112	92	190	115	87	95	118	(?)	102	Name of scientific department.
State University of Iowa, Iowa City, Iowa.	152	147	121	121	112	64	81	82	93	96	
University of Kansas, Lawrence, Kans.	86	38	85	81	157	44	98	65	62	(*)	Name of scientific department.
University of California, Berkeley, Cal.	c97	103	107	105	154	e70	58	42	46	89	

* Not reporting for the year.

a Includes scientific students.

b Included in number of classical students.

c For 1880-'81.

d All departments.

Comparing the total attendance for the first and for the last year of the semi-decennial period covered by the table, and excluding the statistics of the institutions that report for only one of these years, or have included students pursuing scientific studies for one year but not for the other, it appears that, for the North Atlantic division the decrease in attendance on classical courses has been 2.7 per cent. Computing, under the first limitation and for the same years, the attendance on scientific courses and departments of colleges and scientific institutions, it appears that the increase of attendance on scientific courses has been 48.8 per cent.

Turning now to inquire as to the ratio of the attendance on classical courses to the combined reported attendance on classical and scientific courses, and excluding the statistics of institutions not reporting the scientific students separately, it appears that for the year 1881-'82, 70.3 per cent of the students were receiving instruction in classical courses, and for 1885-'86, 64.4 per cent.

The greater completeness of the statistics from the New England States permits the Office to present ratios for this section less approximate than the foregoing. Rejecting the inadequate statistics as already explained, the increase of attendance on classical departments for the semi-decade has been 5.5 per cent., and on scientific courses and institutions 58.2 per cent. Of the combined attendance on classical and scientific courses and scientific institutions, 79 per cent. were receiving instruction in classical courses in 1881-'82 and 70.9 per cent. in 1885-'86.

The high rate of increase of attendance in scientific courses has mostly been contributed to by the growth of the attendance at the Massachusetts Institute of Technology, and by that at the Sheffield Scientific School. Outside of New England the scientific departments of Lehigh University and the Towne Scientific School of the University of Pennsylvania have also greatly increased their attendance, while the School of Mines of Columbia College has maintained quite evenly the large attendance that it had in 1881-'82.

EXTRACTS FROM REPORTS OF COLLEGE PRESIDENTS.

The reports of college presidents and other officials for the current year present, as usual, discussions of the chief questions of interest respecting studies and discipline.

Their practical familiarity with the subject gives to their views and opinions greater value than attaches to any other utterances upon the subject. The following extracts from several of these reports relate to questions of wide interest at the present time:

ADMISSION REQUIREMENTS.

Report of Dr. C. W. Eliot, President of Harvard University, for 1885-'86, pp. 7-9.

The three-years discussion of the requirements for admission to Harvard College was brought to a fortunate conclusion in May last by the adoption, in the Corporation and Board of Overseers, after a thorough examination of the subject by committees, of the compromise measure which had been recommended to them almost unanimously by the college faculty in March, 1885. The practical results of the measure adopted may be summarized as follows:

In the first place, from the point of view of the candidate, three ways are open: (1) The former method of entering the college remains practically unaltered so far as the selection of the candidate's studies is concerned. (2) A candidate who has mastered the elements of both Latin (translation at sight of simple prose) and Greek (translation at sight of simple Attic prose) is given a wide range of choice for his advanced studies at school. He may devote himself thereafter chiefly to the classics, or to French and German, or to mathematics, or to physical science, or he may make combinations of the four principal subjects in various proportions. (3) A candidate may substitute mathematics or mathematics and physical science for all the Greek.

Secondly, from the point of view of secondary schools, the measure also permits three varieties of school policy: (1) The present programme in the prevailing kind of classical school need not be modified except in what may be fairly called details. (2) A school programme which retains the elements only of Greek may develop modern languages, physical science, or mathematics much more effectively than was possible under the former requirements, because advanced study in any one of these directions will count towards admission to Harvard College. (3) A preparatory school may teach thoroughly English, French, or German, mathematics, chemistry, and physics, with the elements of Latin and of the history of England and of the United States, and therewith secure the admission of its pupils at Harvard College on a level with any other candidates.

The most considerable immediate effects of the changes made in the requirements will probably fall under the second of these three heads, the most important ultimate results under the third. Under the second provision schools which now prepare boys for college can gradually bring their programmes into better harmony with modern needs; but under the third a new kind of school—a kind into which the public high school may advantageously be developed—can fit boys for college, to the common ad-

vantage of the schools, the colleges, and the community. With the present sharp division of secondary schools into those which prepare boys for college and those which do not, the important decision for or against a college education must generally be made for a boy as early as his fourteenth year. If there existed a large class of schools having a programme of studies which on the one hand sufficed to admit their graduates credibly to college, and on the other furnished an appropriate training for boys who at eighteen are to go into business or technical pursuits, this all-important decision might be postponed to a more suitable age.

Besides increasing the number and variety of schools which fit boys for college, the new requirements will, it is hoped, have some influence to improve the methods of teaching history and science in all schools. The previous efforts of the faculty to get science introduced into the preparatory schools have had but little success, because the former requirements could be met by committing small manuals to memory. The new requirements are also expected to assist in bringing down the average age of admission to eighteen or thereabouts. At present about two-fifths of the freshmen are over nineteen at entrance—a condition of things which the faculty views with concern.

Report of Dr. William Pepper, Provost of the University of Pennsylvania.

It is, indeed, a matter of great importance that there should be some general agreement between the leading colleges of America as to the requirements for admission. As schools which prepare students for college are constantly increasing in number and in the area over which they are distributed, it becomes all the more urgent that a certain stability on this point should be attained. It takes several years for the work in a large school to become thoroughly adapted to the requirements for admission to the colleges for which its students are preparing; it may be assumed that the frequent and extensive changes of recent years must have severely taxed the resources of these schools and interfered with the efficiency of their instruction. There is reason to hope, however, that less change and less variety will occur in the future. Unless the conditions of life in America become greatly altered, it would seem that the requirements for admission to our colleges have now reached a standard as high as it is desirable for them to be carried.

* * * * *

What seems to be needed, therefore, is not any further advance of the standard for admission to college but a fuller development of the system of residence after graduation, for the prosecution of advanced studies, or of original investigation. This demands the establishment of scholarships, tenable for one, two, or even three years. Some of them may be unendowed, bearing merely the title, and the free access to academic privileges, but for the most part they should be endowed, so as to yield not less than \$500 per annum, a sum barely sufficient for the support of the scholar, in addition to the necessary outlay for books, &c.

INCENTIVES TO STUDY.

Report of the President of Harvard University for 1885-'86, pp. 9-10.

The natural working of the elective system has always been interfered with by the marking system of the college, a system which made too fine distinctions and undertook to compare results which were in reality not comparable. The faculty last year did away with the minute percentage system of marking and substituted a classification of the students in each course of study in five groups, the lowest of which includes those who have failed on the course. It is hoped that this grouping system will afford sufficient criteria for the judicious award of scholarships, honorable mention, and the grades of the bachelor's degree, while it diminishes the competition for marks and the importance attached by students to college rank in comparison with the remoter objects of faithful work.

Three measures, intended to increase the amount of personal supervision exercised over the less diligent or less thoughtful students, were discussed and adopted by the faculty in the course of the year 1885-'86. The first provides that every student shall satisfy his instructor in each of his courses of study, in such way as the instructor may determine, that he is performing the work of the course in a systematic manner; and that any instructor may, with the approval of the dean, exclude from his course, at any time, any student who has neglected the work of the course. The second measure was intended to prevent careless choice of studies by restricting the liberty of changing from one course to another after the work of the year has begun. To this end no change of elective courses is to be allowed after November 1, except by leave of a committee of the faculty, to whom application must be made in writing with a full statement of reasons. Both these new measures are working well in the year now current. The third measure was adopted at the instigation of the Board of Overseers. It provides a committee of the faculty on special students, which is to supervise their admission, their plans of study, and their work with their chosen instructors. The committee is essentially a committee on advice to a class of students who especially need advice. It has worked so well that the faculty is inclined to con-

sider the expediency of extending the method, with some modifications, to the freshman class. A committee of fourteen or fifteen members could divide the freshman class among themselves, each member supervising the plans and the work of about twenty students, the great majority of whom would need very little attention from him.

Report of Dr. F. A. P. Barnard, President of Columbia College, for 1865-'26, pp. 19, 20.

To the undersigned it would seem to be preferable to abolish graded scales altogether and to make public no other scholastic distinctions than proficient and deficient. This need not prevent the affixing a numerical valuation to the performances of each student in each particular study, in a record kept for the consultation of the faculty, in case any question should arise affecting such student individually. This is the plan which has been followed in the School of Mines ever since it was opened, more than twenty years ago, with results entirely satisfactory. It was not imposed by authority, but grew up naturally as the simplest test for the accomplishment of the object for which the school was instituted, viz, to make well-qualified engineers. If we should, in like manner, in the school of arts, limit our endeavors to the effort to make well-educated young men and cease to trouble ourselves with questions of their relative merit, then there can be no doubt that the results would be equally satisfactory. An incidental advantage, moreover, would be derived from the change, viz, that we should hear no more of the frauds in examination, concerning which recently so much has been said, and concerning which statements have been published of absurd and disgraceful exaggeration.

There is no doubt that there is a great deal of effort made in all colleges to deceive examiners by the use of fraudulent devices in the filling out of examination papers; but any sensible man who will study the nature of the problem will easily perceive that success to any important degree in such an undertaking is a moral impossibility; and even though it should be strictly true, as has been confidently asserted, that such attempts are made by three out of four, or, as others say, nine out of ten, of the entire body of the students, this fact is only evidence of the general prevalence of a hope and not by any means a proof of an accomplished result. But it is further evidence of a sad degree of demoralization, among young men pursuing together a course of liberal education, which it is desirable to eradicate at any cost.

CONDUCT OF STUDIES.

Report of E. S. Holden, A. M., President of the University of California, for 1886, p. 19.

A committee of the faculties at Berkeley has been in session twice weekly during the past 6 months, with the object of recommending for the adoption of the various faculties some changes in the present scheme of lectures and tuition. These will be submitted at the proper time to the faculties, and, if approved by them, will be recommended to the Board of Regents. I, however, consider these changes to be so important that I desire to introduce here a scheme exhibiting their general nature, although the faculties may make important alterations. This scheme, together with the principles which have guided the committee in its action, are given below.

In proposing the following scheme of studies for the various courses for the consideration of the faculties, the committee endeavored to work to the following principles:

1. The formation of a justly-balanced whole in the curriculum of each course is the vital matter. The total time assigned to each department should be determined by its relative importance in such a whole.
2. The claims of the various departments to the time of the student are estimated by means of the number of hours per week laid down in the curriculum.
3. The plan of 3-hour courses has been adopted as the one which adjusts itself best to the time schedule of recitations and lectures.
4. The particular way in which the time so assigned is to be used is, in general, left to the heads of the departments.
5. For each hour per week laid down in the curriculum the officer of instruction may require 2 hours of preparation from the student, but no more.
6. But the hours laid down for work in the laboratories and for field practice do not imply any time for preparation.
7. It is regarded as essential that physics shall be prescribed and that it shall be studied as early as possible, both in the form of lecture-room exercises and with experimental work by the students themselves.

Report of the President of Columbia College for 1885-'86, pp. 33, 34.

The conclusion is justified, on all grounds on which the question can be placed, that after the age of about 19 years it is the most judicious educational policy to adapt the studies of the individual to his clearly-ascertained mental characteristics. This may be done either by prescribing to him such a course of study as his instructors may judge, as the result of observation, to be best adapted to his capacities, and therefore most likely to be profitable to him, and requiring him to pursue it, or

by giving to himself the liberty to choose such as are most in harmony with his tastes. Either course will naturally lead to results substantially similar; but better than either would be a combination of the two—that is to say, to permit the student to choose, but to require him to submit his choice to his instructors for ratification.

The plan of elective study adopted in this college in 1880 was in accordance, in the main, with this theory. An almost unlimited freedom in the choice of studies was permitted to the junior and the senior classes—history, political economy, and the English language and literature only being obligatory, these being regarded not as disciplinary studies, but as being a part of that knowledge which should be possessed by every well-educated man. From the reports of the undersigned for the years 1882 to 1885, inclusive, it appears that the consequences following the introduction of this system, in the improvement of the scholarship of the junior and senior classes, were striking and palpable. In November, 1884, however, the freedom of election in the junior class was largely restricted, being reduced from 11 hours per week to 5. As this change was directed after the academic year 1884-'85 was considerably advanced, and, therefore, after the elections for the year had already been made, it could not be carried into effect until October, 1885; and it is as yet too early to draw any inferences as to the consequences of the change as regards scholarship, the records which have been gathered under the new system covering a period of only 4 months. One result, however, which was not anticipated, and was certainly not intended, has been to reduce considerably the number of persons electing the modern languages, especially the German, after the sophomore year.

SIGNIFICANCE OF THE B. A. DEGREE.

Report of the Provost and Treasurer of the University of Pennsylvania, pp. 10, 11.

It may be observed here that the question of the position of the study of the classics in American colleges is no longer as to whether a university degree shall be given at the close of any course which does not include both Latin and Greek, for this is settled in the affirmative; but it is now limited to the particular point whether the degree of bachelor of arts (B. A.) shall be given for such a course.

It is difficult to show why this should not be done, in theory at least, but the practical difficulty lies in the fact that the study of English, French, and German, as now conducted in the preparatory schools, cannot replace, for the purposes of mental discipline, the traditional thorough drill in Greek. The advocates of the modern languages, as an elective substitute for the classics, should see to it that the method of studying the former acquires equal vigor, uniformity, and thoroughness with that which has been developed in the case of the classics by centuries of continued application.

The experience of all professors of English in American colleges is that students do not come to college adequately prepared for profitable instruction in advanced studies of English. In French and German the case is usually even worse. In many instances the student who elects one or both of these languages as substitutes for the classics has scarcely advanced beyond the rudiments of either tongue. It is needless to say that before the proposition to permit an election between Greek and modern languages in the requirements for admission to the course leading to the degree of B. A. can be discussed fairly it must be shown that the preparatory study of French or German has been as honest, thorough, and systematic as that devoted to Greek. When this becomes the case in the best preparatory schools it will be possible to determine practically the relative merits of the two studies as means of mental training. The university has been making progress in this direction.

SYSTEM OF FELLOWSHIPS AT JOHNS HOPKINS.

Report of President Gilman for 1886, pp. 15, 16.

Much of the success of the institution is due to the system of fellowships. Every year 20 young men who have given evidence of their attainments and of intellectual promise are selected by the authorities as fellows, and are encouraged to devote all their time to the study of some branch of knowledge in which they have already shown proficiency. During the first 10 years this honor has been bestowed upon 134 individuals. The subjects to which they have been devoted are these:

Subjects.	No.	Subjects.	No.
Biology.....	21	Shemitic languages.....	3
Chemistry.....	21	English.....	3
Mathematics.....	18	Latin.....	2
Greek.....	18	Sanskrit.....	2
Physics.....	14	Romance languages.....	2
Philosophy.....	13	Meteorology and geology.....	2
History and political science.....	9	Engineering.....	2
Teutonic languages.....	4		

While resident among us as fellows, or as fellows by courtesy (an honorary distinction without emolument), these honorem have been regarded as leaders among the students. They have been recognized as holding an intermediate position between the faculty and the great body of pupils; they have been efficient members of the various literary and scientific associations; they have occasionally given lectures on special topics to which they were devoted. The principal features in the method of appointment here adopted have been followed in other institutions both in this country and in Great Britain.

SCHOLARSHIP SYSTEM AT JOHNS HOPKINS.

Report of President Gilman for 1885-'86, pp. 16, 17.

The founder of the university in his will made use of this language: "I further request the trustees of said university to establish, from time to time, such number of free scholarships in said university as may be judicious, and to distribute the said scholarships among such candidates from the States of Maryland, Virginia, and North Carolina as may be most deserving of choice because of their character and intellectual promise, and to educate the young men so chosen free of charge." The best method of carrying out his wishes has been a matter upon which some difference of opinion has prevailed, and different modes of appointment have from time to time been adopted by the trustees. Our records show that 235 students from the three States named have received free tuition during a part or the whole of their course of study among us. One hundred and fifty of these were appointed Hopkins scholars.

As experience was gained in the bestowal of these scholarships, it was generally admitted that they ought to be awarded not as a charity to the needy but as an honor to the meritorious. Accordingly, during recent years, examinations have been held, and the scholarships have been given to those among the applicants who showed the highest attainments. All the Hopkins scholarships carry free tuition, and some of them designated as honorary have an additional stipend.

There is a third class of scholarships, 10 of which are open to the bachelors of arts of this university and 10 to graduates of this or of other institutions who may be engaged in the prosecution of their work among us. These appointments are likewise bestowed as honors.

No other prizes have been offered, and no formal announcements have been made of the comparative standing of the students. Records are kept by the several instructors and are reported at appointed times to the collective authorities. The results of his examinations are known to every student, and are annually communicated to the parents. But these checks are chiefly valuable as a warning to those who are in some way negligent and deficient. The students generally, undergraduates as well as graduates, do not require the stimulus of comparative marks and competitive examinations. They are encouraged to study for the sake of the knowledge and power which they will acquire, and not for the sake of surpassing their comrades.

There has been a remarkable freedom from boyish manifestations of a mischievous spirit. The accessibility of the teachers and their abstinence from annoying and petty supervision, have doubtless contributed to a good understanding with their pupils. Other reasons for the prevalence of good order might be suggested, but whatever the cause, it is a pleasure to record the fact that during the first ten years of our academic history there has never been a breach of decorum requiring the action of the faculty.

NOTES FROM UNIVERSITY AND COLLEGE CATALOGUES.

The following notes from the catalogues of universities, colleges, and science schools present particulars which do not admit of tabulation. The statistical record of these institutions will be found in Tables 39, 43, and 44:

ALABAMA.

At the *University of Alabama* there are 2 general departments of instruction, the academic department and the department of professional education. In the former there are 10 and in the latter 3 schools. The schools of the academic department are so arranged as to form the classical, scientific, and engineering courses, leading to the degrees of bachelor of arts, bachelor of science, and bachelor of engineering. The "department of professional education" fits its students for the practice of law, and may be completed in 9 months by diligent study. The endowment of the university, which has been fixed at \$300,000, and from which an annual income of \$24,000 is received, was obtained by the sale of a township of land set apart for a seminary of learning when the State was admitted into the Union. Military discipline prevails.

At *Howard College*, Marion, special attention is paid to English composition and elocution.

The board of trustees of the *Agricultural and Mechanical College*, Auburn, passed a resolution in August, 1885, adding the words "Alabama Polytechnic Institute" to the

usual title, to signify the increased facilities for practical instruction in the sciences. A course in pharmacy was established during the year, and its students will occupy all their time in the laboratories of the chemistry and natural history departments. The department of manual training will embrace a 3-years course when completed, and will afford thorough instruction in wood and iron working.

ARKANSAS.

The *Arkansas Industrial University* has just passed through an eventful year. At the meeting of the Board of Trustees in June, 1885, all the chairs of the faculty were declared vacant, the president alone being retained. The year 1885-'86 opened with an entirely new faculty of 7 instead of 9 professors and a materially altered course of study. The new curriculum embraces 4 technical and 3 general courses, the former being the agricultural, normal, engineering, and business courses, and the latter the English, general science, and language. Post-graduate courses were also arranged. Mechanical engineering has been added during the year, and mining engineering will be introduced during the coming year. The normal department, suspended during 1884-'85, has been revived, and as now conducted is highly successful. Without an additional appropriation from the Legislature a school for manual training has been organized on a limited scale, and the results, as far as may be judged in the short time, have been satisfactory. Free-hand drawing is obligatory upon all students except seniors. Successful experiments have been made in the dormitory system, and the State has been asked to furnish additional buildings for its general adoption. The young ladies are required to take physical exercise daily under instructors, and the males are organized as a corps of cadets. A preparatory department, under 1 professor and 5 assistants, is connected with the college. A new heating apparatus for the building has been supplied at a cost of \$3,000, and general repairs have been made.

CALIFORNIA.

The *University of California* was founded by an act of the Legislature approved March 23, 1868. The museums are excellent, and the scientific and mechanical apparatus is constantly being improved. With the special appropriation of the State of \$10,000 a new students' astronomical observatory was completed during the year and well equipped with all instruments necessary to the study of astronomy, including a fine telescope of 6-inch aperture. A metallurgical laboratory has been erected and is now being fitted up with a 15-horse-power engine and all appliances used in metallurgy and assaying. An experimental laboratory for mechanical work has just been completed and provided with engines and appropriate machinery. The famous Lick Observatory will be, when completed, under the charge of the regents of the university and will form a department of the institution. A gymnasium has been presented, and a sum of money has been received from the State during the year for its enlargement and better equipment. Among the new departures in 1885-'86 in methods of instruction are noted the introduction of extensive vacation work in topographical surveying and practical railroad work for the class in civil engineering; lectures by the professor of agriculture on the chemistry and analysis of wines; the revival of the course in botany; a course in Spanish. Military science is taught throughout.

The *University of Southern California*, Los Angeles, has under its control the College of Medicine, Los Angeles, the Chaffey College of Agriculture, Ontario, and Maclay College of Theology at San Fernando. The two last have been opened during the last year, both having been endowed by donations from private individuals. The instruction in the College of Agriculture is the most practical possible and is designed as a training school for scientific farmers.

At the *Pierce Christian College*, College City, a course of the "theory and practice of teaching" will soon be introduced.

Hesperian College, Woodland, expended about \$5,000 in improvements upon buildings and grounds during the year 1885-'86.

The facilities of *Napa College*, Napa, were increased during the year by the erection of a new building, three stories high, 175 by 80 feet in its dimensions, and costing \$40,000. A well-equipped gymnasium has been provided, and daily exercise is required of all students.

Santa Clara College, Santa Clara, pays special attention to English composition. An artificial lake for swimming and a gymnasium afford opportunities for physical exercise.

The *University of the Pacific*, San José, has erected for the preparatory and business departments a new building at a cost of \$45,000. The normal department offers a thorough training in pedagogy. The foundation has been laid for new courses in law and theology. The cabinets of physical and mechanical apparatus were largely increased in 1885-'86 and are now considered excellent. An astronomical observatory has been equipped with a fine Alvan Clark telescope and other instruments necessary to the thorough study of astronomy.

COLORADO.

The *University of Colorado*, Boulder, was incorporated by the Territorial Legislature in 1860. During the year 4 new buildings have been erected, 1 to be used as a hospital, 2 as dormitory cottages, and the other as the president's house. The geological cabinet has been increased by the gift of one of the best arranged collections in the country, and the equipment of the chemical laboratory is said to be complete, having cost over \$4,000. The course of study is divided into 5 departments, viz, the department of philosophy and the arts, the normal school, the conservatory of music, the preparatory school, and the department of medicine, which is located at Denver and issues a separate catalogue. The first-named embraces the usual collegiate course; in the normal school students are instructed in the branches taught in the common schools of the State, and in the best methods of teaching; the conservatory of music offers instruction in all branches of the art.

The study of botany and horticulture at the *Colorado Agricultural College* is facilitated by a new greenhouse containing over 10,000 plants, embracing 500 varieties. The farm and experimental grounds cover 240 acres. Military science is taught.

Colorado College, Colorado Springs, gives special attention to English composition and declamation.

CONNECTICUT.

Yale College, New Haven, has 4 departments of instruction, designated faculties of theology, medicine, law, and philosophy and the arts, the last named including the courses for graduate instruction, the undergraduate academic department, the undergraduate section of the Sheffield Scientific School, and the school of fine arts. The system of elective courses for the junior and senior years has been expanded during the year, and for 1886-'87 91 such courses are offered, with still further expansion in contemplation. A course of 12 lectures on special topics in political economy was delivered last winter, and during the same period the students of the Sheffield School listened to a series of lectures upon military science by officers from the United States Engineer Corps at Willets Point, New York Harbor. During the year the faculty has taken steps, with other New England colleges, towards forming a standing committee on entrance examinations, with the object of securing greater uniformity in that respect in the colleges and more efficient co-operation in the preparatory schools. Important accessions have been made to the Sloane memorial physical laboratory, and arrangements made for special investigation into the subject of atmospheric electricity. Seventy-five thousand dollars have been donated for a new chemical laboratory, and its erection will soon be begun. Lawrence College, a handsome and well-appointed building to be used as a dormitory, is approaching completion, and another building on the campus for religious purposes will soon be ready for use. The gymnasium has proven to be wholly insufficient for the large number of students, and plans have been made for a new building with lockers for 1,600 men, and furnished with all things calculated to make it attractive.

The endowment of the *Sheffield Scientific School* is inadequate, and in 1885-'86 it was necessary to expend \$55,000 of the \$60,000 received for salaries alone, leaving but \$5,000 for all purposes of administration. It is deemed advisable to lengthen the course in this school from 3 to 4 years, but until its income is increased this will be impossible. Many additions have been made to its equipment during the year, the most important being a dynamo-electric machine from Munich and the engine necessary for its operation.

DAKOTA.

The *University of Dakota*, Vermillion, was first opened for students in September, 1883. As early as 1862 the Territorial Legislature decreed that a college should be located at Vermillion, and subsequently appealed to the Federal Government for an appropriation of land. This was granted in 1881, 72 sections of public lands being set apart for the use and support of a university when Dakota should be made a State. In 1882 \$10,000 were raised as a beginning to a building fund, and a legislative act passed in 1883 founded the university. A normal course is a feature of the curriculum, and its students are taught the theory and practice of teaching, together with the branches that usually form the common-school instruction of the Territory. During the year 500 new books were added to the library.

The *University of North Dakota*, Grand Forks, dates its inception from an act of the Legislature approved February 17, 1883. The foundations for an astronomical observatory have been laid, and the superstructure will be completed at an early day. A normal course of 3 years has been arranged, and an additional year will soon be allotted.

DELAWARE.

Delaware College, Newark, possesses ample accommodations for more than double the number of students now in attendance, since its buildings have been enlarged and improved. Of the three regular courses, the literary and scientific courses cover

4 years and the agricultural 3. The physical and chemical laboratories are adequate for all purposes of illustration.

DISTRICT OF COLUMBIA.

Georgetown College, West Washington, was founded in 1789 and chartered 1815. The entire course of study, including the preparatory department, requires 7 years. The philosophic cabinet has been renovated and enlarged during the year, important additions being made to the electric department particularly. The astronomical observatory is well equipped. Organizations for athletic sports are encouraged, and facilities are offered for physical exercise and bathing. Medical and law schools, located in Washington, are maintained by the university.

A business course has recently been instituted at *Howard University*.

FLORIDA.

The *State Agricultural College*, Lake City, offers 5 courses leading to the degrees of A. B. and B. S. For those unable to take a full course in scientific agriculture a limited special course is prepared and made as practical as possible, each student being required to do manual labor for 2 to 3 hours daily. At their last meeting the trustees of the college passed a resolution recommending its consolidation with the University of Florida.

GEORGIA.

The *University of Georgia*, Athens, comprises 4 departments, the academical department, the State college, the law department, and the medical department at Augusta, and controls 4 branch colleges in various parts of the State. Since the city of Athens recently donated \$25,000 for the erection of physical and chemical laboratories, and the State appropriated \$15,000 to furnish it, it is said that the facilities of the university in this respect are now superior to those of any other institution in the State, if not in the South. All the chemical work of the State is now done here by the professor of chemistry. The law course is completed in 1 year, and its graduates are admitted, without examination, to practice in any court of the State except the supreme court.

Clark University, Atlanta, for colored students, imparts instruction in theology, business, music, the regular college branches, and industrial pursuits. A training class for nurses will be organized in October, 1886. Steps are being taken towards the erection of a new building for the industrial department.

ILLINOIS.

The *University of Illinois*, Urbana, embraces in its course of study 4 colleges, which are in turn divided into 10 schools. The graduates of a number of selected high schools are admitted to the freshman class without examination. Important additions have been made to the equipment of the mechanical laboratory during the year, and it is now claimed that in the matter of museums, scientific collections, laboratories, &c., few, if any, of the Western colleges are superior to this.

The physical apparatus of *Hedding College*, Abingdon, has been improved during the year and additions made to the laboratories.

Wheaton College, Wheaton, possessed originally an endowment of \$40,000, but this was recently increased by gifts amounting to about \$6,000. Important changes were made at the beginning of the year in the course of study, and those studies were adopted which are best calculated to discipline the mind. The library was increased by donations during the year, and it is now beyond the capacity of its building. Additions were also made to the physical apparatus.

Shurtleff College, Upper Alton, has raised the requirements for admission and arranged a higher curriculum. The time required for the preparatory department is, therefore, 1 year more, and the college is this year without a freshman class, only 3 having been enrolled.

A conservatory of music was established in January, 1886, for *Augustana College*, Rock Island.

"Prudence Hall," a dormitory 55 by 110 feet in dimension, has been recently completed and affords accommodations for 120 students of *Chaddock College*, Quincy.

The library of *Illinois College*, Jacksonville, has been enlarged, and now contains all the books of reference required by the students. A fund of \$1,000 has been donated during the year for the purchase of improved instruments for the physical laboratory.

Important changes have been made in the scientific course of *Knox College*, Galesburgh, to take effect at the beginning of the next year, by which an additional year of preparation will be made necessary. On February 3, 1886, there was dedicated a handsome addition to the ladies' department of the college, which is said to be unsurpassed in attractiveness and comfort.

Eureka College, Eureka, has been improved by the union with it of Abingdon College. All the apparatus, libraries, museums, &c., of the latter institution have been trans-

ferred to Eureka College, whose facilities have thus been almost doubled. The most important innovation of the year has been a course of lectures upon biblical subjects by the vice-president of the college.

The *University of Chicago* contemplates making important changes in the courses of study, some of which will go into effect during the next year. The *Union College of Law*, whose diploma is equivalent to admission to the Illinois bar, is connected with this university.

INDIANA.

To the *Indiana University*, Bloomington, the year covered by this report has been one of unusual prosperity. The quality of work done and the number of students in attendance were sources of pride to those in charge of the institution, who claim that the satisfactory condition is the result of the new methods of management and the adoption of the system of electives and specialties. Since the completion of the three new buildings the preparatory department has occupied the old "main building" and has severed its connection with the Bloomington High School. The museums constantly receive additions, and all of them, excepting that of botany, are said to be reasonably complete. Frequent lectures upon scientific and literary subjects are given by noted lecturers and specialists.

DePauw University, Greencastle, continues to increase the extent of its work and its facilities for accomplishing it. The fine new buildings were sufficiently completed at the beginning of the fall term to be occupied as designed, and their accommodations have already been taxed to the utmost. A considerable sum has been expended in making these improvements, and necessarily the annual expenses of the institution have been more than doubled. Valuable additions have been made during the year to the faculties of the various schools. A distinguished artist assumed charge of the school of art at the beginning of the year, and the school of music and the school of theology each received an additional professor. Assistants were also provided for the professors of Greek, Latin, and mathematics. The normal school is under the direct supervision of the professor of didactics, and the training is entirely professional, the school being co-ordinate with the other professional schools of the university. The McKim observatory forms the astronomical department, and its instruments have nearly all been mounted and ready for use. Liberal donations have been received during the year, Hon. W. C. DePauw, heading the list of generous contributors.

The library of *Franklin College*, Franklin, has been increased by 465 volumes during the year, and additions have been made to the physical apparatus.

Within the year a new library has been provided and an additional professor employed for *Hanover College*, Hanover

IOWA.

The *State University*, Iowa City, comprises the collegiate, law, medical, homœopathic medical, dental, and pharmaceutical departments. No incidents of especial importance have occurred within the period covered by this report, and no radical changes have been made either in the policy of the management or in the curriculum. Courses of study are in preparation for those graduates who desire to take the master's degree. Candidates for admission are received upon examination, or upon certificate from accepted schools without examination. The astronomical department is being made more interesting by a collection of meteorites now being formed.

Of the other colleges in the State the following have made provision for the training of teachers: *Upper Iowa University*, Fayette; *Iowa College*, Grinnell; *Lenox College*, Hopkinton; *Simpson College*, Indianola; *German College*, Mount Pleasant; *Western College*, Toledo; *Tabor College*, Tabor; *Central University*, Pella; *Penn College*, Oskaloosa; *Cornell College*, Mount Vernon; *Iowa Wesleyan College*, Mount Pleasant; *Amity College*, College Springs; *Luther College*, Decorah; *University of Des Moines*, Des Moines; *Parsons College*, Fairfield; and *Oskaloosa College*, Oskaloosa. In the majority of these the "normal course" consists of but little more than the studies of lower classes, often of the preparatory department only, with the addition of the study of pedagogy; but in some cases, including *Simpson Centenary College*, the junior class must be reached before the student is allowed to begin even the study of didactics. Norwegian *Luther College* received during the year a legacy of \$5,476.56 in cash and one quarter-section of land, the income of which is to be divided among deserving students; \$750 have been received from other sources for like purposes. At *Iowa College*, Grinnell, loans averaging \$50 per annum are made to poor students from funds donated for the purpose.

KANSAS.

The *University of Kansas*, Lawrence, is required by the provisions of the act of incorporation to maintain departments of science, literature and the arts, law, elementary instruction, music, and pharmacy. A department of medicine is contemplated in the act, but as yet only a preparatory course has been provided for. Except a few required branches, much freedom is allowed to the students in the selection of studies, though a certain amount of work is necessary before a degree can be obtained. As

assistance is given to those who desire information and instruction by correspondence and the formation of clubs or associations for self-culture, with such assistance, is encouraged. A special course of didactics, covering the full period of 4 years, is provided, and the degree of bachelor of didactics is conferred upon its graduates in addition to the usual degree of B. S. or B. A. The cabinet of physical apparatus has received important additions during the year, many of the more valuable instruments having been imported. The astronomical observatory has been supplied with a new Alvan Clark telescope of 6-inch aperture.

The *Kansas State Agricultural College*, Manhattan, not only gives a thorough industrial training to those students who may seek it, but it also disseminates scientific truths of practical value to the people by means of a weekly paper, and holds a series of 6 farmers' institutes in different counties each winter. In these various subjects of interest and importance to the farmers are discussed and efforts made to promote the welfare of the agricultural population in every way possible. In the college each student is required to take one hour's practice daily in the industrial arts and to select studies requiring a certain amount of work during the 4-years course before he can receive the degree of B. S.

The remaining colleges of the State appear to be in a reasonably prosperous condition, and many of them show great improvement, both in their facilities and in the quality of the work done.

An elegant and commodious building of the *College of Emporia* is approaching completion, and will be ready for use at the opening of the next fall term.

The curriculum of *Highland University* has been completely rearranged, and the various courses altered to conform more nearly with the needs of the students; the new arrangement includes a "teachers' course."

Washburn College, Topeka, is better prepared for its work since the completion recently of a handsome library building, costing \$20,000, and a new "ladies' hall," erected at a cost of \$10,000.

Ottawa University has made excellent provision for normal training, having a special professor of didactics, and requiring a full course of 4-years study for graduation.

Baker University, Baldwin City, and *Lane University*, Leocompton, also have normal courses.

KENTUCKY.

Of the Kentucky colleges the *Central University*, Richmond, seems to have made the most substantial progress during 1885-'86. For its benefit the State Legislature recently passed an act making it a misdemeanor for merchants or others to give credit to students. The sum of \$100,000 has been added to the endowment fund, much of which was given for the establishment of new professorships. These include chairs of applied mathematics, Bible and Christian evidences, and English and modern languages. Beginnings were also made of the endowment of chairs of chemistry and geology and philosophy, and a fund set aside to meet the expenses of a course of lectures upon Christian evidences. Thirty-two scholarships were endowed with \$1,000 each. These gifts enabled the curators to materially improve and extend the curriculum and to introduce a partial system of electives. The library has been increased by a gift of 3,000 volumes of religious works. A college of medicine at Louisville is under the control of the university. Other colleges also report extension of facilities or improvements in methods.

Two valuable additions have been made to the library of the *Kentucky Wesleyan College*, Millersburgh, the entire library of the late Bishop Kavanaugh and a large portion of that of an ex-professor having been donated.

Georgetown College is making efforts to increase the endowment fund by \$100,000, and is making satisfactory progress in the undertaking.

Centre College, Danville, has fitted up a dormitory with accommodations for 40 young men, whose benefits will be received free of charge by needy students.

Bethel College, Russellville, has its courses arranged in 8 schools, and students are permitted to select those schools best suited to their individual needs. A gymnasium has been partially equipped.

Normal training is provided for at *Berea College*, Berea; *South Kentucky College*, Hopkinsville; and the *Kentucky Wesleyan College*, Millersburgh.

LOUISIANA.

The standard of instruction of the *State University and Agricultural and Mechanical College*, Baton Rouge, was raised at the beginning of the year 1885-'86 and the requirements for admission made more exacting. In further pursuance of this plan the preparatory department was abolished and the limit as to age upon admission raised. A decrease in the number enrolled during the year followed these changes. A new chair of agriculture has been established and an experimental station attached, in connection with the sugar-experiment station, a private enterprise near New Orleans. A large amount of the material exhibited at the recent exposition in New Orleans was donated to the college, and now forms the nucleus of an excellent geological museum.

and herbarium. The workshop of the mechanical department was burned in February last, but the insurance was sufficient to replace it in almost as complete a condition as before, and work has been resumed. The mechanical course covers 3 years, the last 2 of which correspond with the freshman and sophomore classes of other courses. Seventy-five 4-year scholarships are provided by the State.

Two additions to the list of chartered colleges have been made during the year, *Keochi College*, De Soto Parish, and *Thacher Institute*, Shreveport. The former will continue the use of its old courses of study for a time and will make gradual improvements, but the curriculum of the latter has been considerably extended.

All degrees conferred by Keochi College, prior to the date of its charter, have been legalized.

The *Centenary College*, Jackson, has broadened its English course and made the instruction in modern languages much more thorough.

Much attention is given to physical culture at *Jefferson College*, St. James Parish.

The main object of *Straight University*, New Orleans, is the training of colored students as teachers. Valuable additions to its physical and mechanical apparatus are noted, and it is proposed to inaugurate a course of systematic training in industrial arts at the beginning of next year. A considerable sum has been received in small subscriptions for student aid.

Tulane University is an institution founded on the endowment of that patriotic and benevolent citizen, Mr. Paul Tulane, for the higher education of the white youth of Louisiana. The administrators of Tulane University, recognizing the great fact that education is a unit, integral from its very nature, and looking to the actual condition of things in Louisiana, find themselves obliged to embrace in their scheme a plan both broad and deep, and to institute for the successive phases of educational development, a high school, a college, and a university. Taking the youth on the threshold of the higher education, this plan proposes, through judicious instruction, to train him to know, to do, and to be, and thus to develop a consistent manhood by means of this harmonious and equable evolution of body, mind, and soul.

Tulane University, of Louisiana, is divided into Tulane University, Tulane College, and Tulane High School, the law department, and the medical department. Three years are allotted to the earlier academic life of the high school, which should fit the pupil for the college, or for an ordinary business career.

The Manual Training School is not a separate department of Tulane University, but the laboratory in wood and iron, where instruction and practice render the student quick, observant, and accurate with the eye, ready, skillful, and exact with the hand, and able to think in things, as well as about them, and to execute as well as to describe. In this physical and mechanical training drawing is considered fundamental, and enters into every course. Every student who enters the high school learns to draw, while those who propose a mechanical career carry it to its last results in the applied arts.

Tulane College rests upon its high school, of which it is the proper outcome. It covers, with four years of solid collegiate instruction and training, the second great phase of liberal education. Its purpose is to train and discipline the student for the professions or for leadership in the superior walks of the manifold and ever-widening spheres of active life.

Not trusting in the ability of immature students, or even of parents unaccustomed to consider the due proportions and sequence of studies to properly formulate their own ideals in education, Tulane College has established six courses of study, with prescribed branches, all leading to the degree of bachelor of arts. These courses, though leading to different pursuits in life, are parallel and fully equivalent in the amount, proportion, and exactness of the training and instruction afforded.

The courses are denominated, respectively, classical, literary, mathematical, natural science, commercial, and mechanical. Each has four classes, which retain the time-honored names of freshman, sophomore, junior, and senior. In each course of study, and in each year of that course, it has been sought, by a proper and logical arrangement of studies, to carry forward the instruction and the training to a given practical end.

The degree of bachelor of arts is conferred for the successful accomplishment of any one of the six regular courses named, and students of extraordinary merit may have added to this, "with distinction."

The university work is sharply differentiated from the college work. To the former are admitted graduates of Tulane and other colleges with fairly equivalent requirements and such other persons as shall pass a satisfactory examination on branches of knowledge and studies fully equivalent. University students may select their studies with the approval of the president, and when these have been pursued for two years to the satisfaction of the president and faculty they shall, after satisfactory examination and written thesis, approved by the president and faculty, receive the degree of master of arts.

MAINE.

The *State College of Agriculture and the Mechanic Arts* sustained a serious loss during the last year in a way that attracted considerable attention. The herd of cattle belonging to the college farm became infected with tuberculosis and the extermination of the entire herd, comprising fifty-one blooded animals, was ordered by the State veterinary surgeon. Trouble was had during the fall term with the majority of the students, who refused to attend their classes because six of their comrades had been suspended for hazing. The refractory students were at once suspended, but were soon after readmitted upon their reconsideration of their action. The theoretical instruction in military science was widened in its scope, and the organization of the cadet corps changed at the opening of the year by the advice of the new commandant. A loan fund for students needing temporary aid has been started by a donation of \$600.

Bates College, Lewiston, has received the gift of an excellent site for an observatory. A gymnasium is being equipped and is now supplied with sufficient apparatus to be used by the students.

Colby University, Waterville, reports modifications in the courses of study, though no radical changes have been made. The trustees have recently purchased a building to be used as a "ladies' hall." The art collection and the library have been increased during the year, the latter by 634 volumes. A department of mineralogy and geology has been fitted up and a new professorship established.

Bowdoin College, Brunswick, is erecting a new gymnasium building, the equipment of which has been donated by a graduate of the college. The library has increased by 1,394 volumes and 600 pamphlets. The Medical School of Maine is controlled by its trustees.

MARYLAND.

Johns Hopkins University, Baltimore, has made no change in the courses of study or the methods of work, and, with two important exceptions, only the ordinary improvements have been made in the facilities and buildings. The exceptions refer to the enlargement of the chemical laboratory and building of a new physical laboratory, which is expected to be ready for occupation at the beginning of the next term. Eighty fellowships and scholarships are awarded to young men of uncommon character and intellectual promise. The system has been recently readjusted by the trustees of the university, and now comprises 6 classes. No pecuniary benefit is derived from one class, called "fellowship by courtesy," the honor only being conferred, but twenty fellowships are annually awarded yielding \$500 each besides free tuition. The scholarships yield free tuition only in some cases, but in others \$200 or \$250 per annum.

Our statistics show the names of a number of other colleges, only a few of which seem to have made any considerable advance during the year.

Western Maryland College, Westminster, proposes to double the size of the male dormitory and to provide a complete gymnasium before the opening of the next year.

Loyola College, Baltimore, has established a commercial course.

New Windsor College has made provision for the training of teachers.

MASSACHUSETTS.

Harvard College, Cambridge, no longer compels the attendance of students upon the daily religious exercises, but better provisions have been made for the conduct of devotional services than ever before. Five preachers to the university have been selected, and these, with the newly-appointed Plummer professor of Christian morals, have entire pastoral charge of the body of students. Important changes have been made, after much discussion, in the requirements for admission, and an entirely new plan of examinations has been adopted. The marking system has also undergone a change, the classification of the members of each class into 5 groups according to merit, having replaced the percentage plan. To prevent indolence 3 new measures were adopted at the beginning of the year, viz, first, each student must present satisfactory evidence to his instructor that his work is being systematically performed, or he is liable to be excluded from that course; second, no changes will be allowed in elective courses during any year except for cogent reasons, to be stated in writing to the faculty; third, a committee has been appointed to look after special students and advise them in the selection of their studies.

The committee on athletic sports was appointed upon a new plan this year, its members being partly drawn from the students. The graduate department has been made more easily accessible, especially to graduates of other institutions. A new library building is still in progress of erection for the divinity school, its completion having been delayed by labor difficulties. The amount of instruction imparted in the law school has been largely increased, and two additional instructors, made necessary by the change, were appointed during the year. The Lawrence Scientific School is being gradually absorbed by the college, and it is now considered advisable to discontinue its separate organization. The increase in the library in 1885-'86 was con-

siderably less than for several years past, having been only 6,730 volumes. A half course in experimental science was established early in the year for beginners, to supply a common deficiency in the preparation of freshmen. For several years summer classes in the sciences have been open, principally for the benefit of teachers, and for the next summer these will include a class in experimental physics. About 111 scholarships, yielding from \$90 to \$350 per annum, are provided for, 5 of them having been added during the year.

Williams College, Williamston, now permits its students to select one-sixth of the entire amount of work done, one-third of the studies of the junior year having been made elective during the year. A gymnasium, complete in all its arrangements, was opened to the students in May, 1886, after the expenditure upon it of over \$50,000; an athletic field for out-door sports, for which the college had spent \$5,000, was also first used during the year. An additional professor, to have charge of the instruction in English literature, was appointed recently and will begin his labors for the college at the opening of the next year. A beginning has been made toward a historical museum.

Tufts College, College Hill, reports an increase in the number of students in attendance and the consequent enlargement of the dormitory and lecture-rooms. The library fund has received considerable additions, and the number of volumes in the library has correspondingly increased. The instruction in carpentry during the year was more systematic and thorough than ever before.

Amherst College, Amherst, has made no important changes in its methods or curriculum during the year. The collegiate instruction given is embraced in nine groups, each of which leads to the degree of A. B. Attendance upon the gymnasium is enforced, and the good health of the students bears witness to the efficacy of the system. The income from funds devoted to student-aid amounts to \$8,000 annually.

MICHIGAN.

Those colleges that have sent catalogues to this Office for 1885-'86 appear to be in a flourishing condition. Among the improvements reported the introduction by *Battle Creek College* of a system of manual training is noteworthy. Thorough instruction in a number of trades may now be had at this institution.

Kalamazoo College has paid all her old debts, and reports an increase of the endowment as well. The optical department has received important additions.

Hillsdale College maintains, in addition to the usual collegiate departments, a teachers' training school and a theological department.

Hope College, Holland, suffered the loss by fire of one of its buildings during the year, and has already begun to solicit subscriptions to replace it. A house is being built for the president.

The *Michigan Agricultural College* has made extraordinary extensions in its facilities during the year. The thorough prosecution of the work of the new course in mechanic arts has been provided for by the completion and equipment of a mechanical laboratory, containing a complete blacksmith shop, brass foundry, and wood-working establishment. Much of the machinery and nearly all the tools were made by the students, and compare favorably with the work done in regular manufacturing establishments. A two-story brick building for the use of the veterinary department has also been built and furnished during the year. The military feature was introduced in 1885, and is conducted by an officer of the regular Army.

The *University of Michigan*, Ann Harbor, affords instruction in the same departments as last year, and the requirements for admission are substantially unchanged. Prominent among the improvements noted appears the extension of the course in the law school, which now covers two years of nine months each. A liberal appropriation by the State Legislature has enabled the department of medicine and surgery to make better provision for the study of histology by the purchase of thirty fine microscopes and other needed instruments. A complete set of self-registering meteorological instruments has been added to the physical apparatus.

MINNESOTA.

Reference to our statistical tables will show nearly all the information received from the colleges of Minnesota.

Carleton College, Northfield, is open to students of all races and sects. Regular courses are provided, but eclectic courses are permitted under certain restrictions. The astronomical department has received additional instruments during the year, and a new building is being erected for their accommodation.

St. John's University, Collegeville, maintains ecclesiastical, classical, medical, scientific, and commercial courses and a preparatory department for those not sufficiently advanced to enter the regular courses. The university also controls an industrial school at White Earth for pupils from the Chippewa Indian Reservation.

The *University of Minnesota*, Minneapolis, is erecting a handsome building for the College of Mechanic Arts and promises its completion before the opening of the next

year. This building is designed to contain the Artisans' Training School, with its machinery and apparatus, and the schools of civil and mechanical engineering and architecture. The library, museums, and apparatus of the university are sufficient for its needs and are constantly receiving additions.

MISSISSIPPI.

The colleges of Mississippi continue to give instruction in the same branches and by the same methods as formerly, and, except the ordinary improvements, nothing of especial interest seems to have occurred.

The increase in the library of the *University of Mississippi*, Oxford, amounted to 1,000 volumes during 1885-'86. Our tabulated statistics show additional information.

MISSOURI.

The *Missouri Agricultural College and University*, Columbia, has always been liberally cared for by the State, and during the past year received additional evidence of the generosity of the State authorities. The extensive alterations and improvements upon the main building, begun in 1883, have been completed, and the remodelled observatory opened to the students since our last report. Since the addition of two wings the main building presents a front of 347 feet. The college farm has been greatly improved in the last few years, and especially so during 1885-'86. The museum connected with this department, and, indeed, all the museums of the college, received important accessions during the year. For the physical exercise of the lady students a military gymnastic drill has been introduced by the commandant of cadets. The normal school is an important department, and its highest degree, master of pedagogy, is considered the most desirable degree conferred by the college. The State veterinarian is stationed at Columbia and imparts instruction to the students in his specialty. A chemical laboratory, admirably adapted to its needs, has been added to the equipment of the School of Mines and Metallurgy at Rolla. Many other colleges in the State have made notable advances during the year.

The *Southwest Baptist College*, Bolivar, has secured an excellent Alvin Clark telescope of 4-inch aperture for its astronomical department. The curriculum includes an excellent normal course with a model school as a means of illustrating the principles taught.

Central College, Fayette, has erected a gymnasium and supplied it with a fairly complete outfit.

Lu Grange College has increased its endowment fund.

Jurury College, Springfield, reports an increase in its library of 500 volumes, the beginning of a gymnasium, improvements in its museum of natural history, and a course especially arranged for the training of public-school teachers.

Lewis College, Glasgow, and *La Grange College* also give normal instruction.

MONTANA.

The *College of Montana*, Deer Lodge, has recently added a school of science to its other departments of instruction, and the new professor will take charge of classes in chemistry, assaying, and mineralogy at the opening of the next fall term. A suite of rooms in the main building has been arranged for the purposes of this department, and supplied with the necessary laboratory, furnaces, &c. A handsome dormitory hall, with sleeping apartments and private parlors for seventy students, was erected in 1885. A teachers' course finds a place in the curriculum.

NEBRASKA.

The *University of Nebraska* is increasing in popularity and usefulness. Though the total number of students has not increased, because of the policy of the university to remit preparatory work to the public high schools, the number in the regular college classes is now almost twice as large as two years ago. The system of receiving students without examination from accredited high schools has been recently introduced, and sixteen schools were commissioned. A step has been taken towards the establishment of a veterinary school by the establishment of a station for the study of the diseases of animals. Improvements are being made on the college farm as far as the funds on hand will permit, and it is now in better condition than ever before. The popular feeling against the industrial school has subsided, and a wonderful improvement during the year is evident. The medical school has been deprived of State aid, and its attendance has fallen to 18 students. The sum of \$5,500 has been spent in improvements and repairs upon buildings already standing, and a new chemical laboratory, costing, with its equipments, \$35,000, has been erected during the year. The library, cabinets, and herbarium have been largely increased.

Doane College, Crete, reports the erection during 1885-'86 of the first astronomical observatory in the State. A fine telescope and the usual auxiliary instruments have been purchased.

Creighton College, Omaha, has also a new observatory, equipped with a telescope of 6-inch aperture. Other valuable additions have been made during the year to the scientific department.

NEVADA.

The *University of Nevada*, Reno, has begun its work in its new building, one floor of which has been completed since February last. The courses of study and regulations remain substantially as they were prior to the removal from Elko. A nucleus of a library has been formed and the collection of materials for a museum begun.

NEW HAMPSHIRE.

Dartmouth College, Hanover, embraces the same departments and offers substantially the same courses of study as last year. In the college proper the course leading to the degree of A. B. consists of prescribed and elective studies, with certain optional studies for the senior class. The Chandler scientific department was established in 1851 for instruction in the practical and useful arts. The Thayer School of Civil Engineering is essentially a graduate course for the thorough technical education of a civil engineer. No innovations appear to have been made in the medical school.

The *New Hampshire College of Agricultural and Mechanic Arts* receives the benefits accruing to the State from the Congressional land grant, and complies with the requirements of the act.

NEW JERSEY.

Rutgers College, New Brunswick, admits students upon certificates from approved high schools or upon examinations conducted at the college. All the work of the freshman and sophomore classes is prescribed, but juniors and seniors may select a portion of their studies. The scientific department receives the income from the land-grant fund, and in consideration of this aid gives to the State 40 scholarships that are divided between the counties in proportion to population. A feature of the methods employed is the custom of holding unexpected examinations at various times during the session at the discretion of the instructor. The degrees of A. M. and M. S. are no longer given "in course," but are now conferred only for work done. Two years' graduate study in prescribed courses entitle the candidate to the degree of Ph. D. or D. S. Three years' professional study after graduation leads to the distinction of C. E. The library of the college shows a growth of 1,500 volumes during the year.

Our statistical tables show information concerning the other colleges of the State.

NEW YORK.

Columbia College, New York, announces an extension of the instruction given in the school of mines by the establishment of a course for the thorough training of sanitary engineers. In connection with this innovation the lecture course on hygiene was extended and a laboratory opened for microscopy and micro-biology. A training school for librarians is also proposed and will be incorporated in the college at the opening of the next fall term. An immense collection of newspaper articles referring to the late war, published between 1860 and 1866, has been deposited in the library and will remain for a term of years. The entire collection is carefully indexed and is considered an exceedingly valuable accession to the college. The receipt of books, valued at \$25,000, from one benefactor, and of a cash gift of \$5,000 from another, for the library, is acknowledged by the president. During the year 2,043 specimens have been added to the herbarium. The school of medicine has heretofore suffered from lack of sufficient accommodations, but the completion of a new building, already begun, will amply provide for its needs in this respect. A maternity hospital and a free clinic will also be built close at hand, offering exceptional advantages to the students of the school.

Cornell University, Ithaca, appears to have enjoyed a year of quiet prosperity, during which no changes of especial importance have been made. Excepting the museum of paleontology, which has been made more complete, no additions to the means of illustration in any of the departments are mentioned. The courses of study seem to have been revised, but no radical change has been made. A leading object in founding the university was to provide for those who could not complete a full 4-year course, and to this class of students special privileges in the selection of studies are allowed, even class distinctions not being permitted to hinder their choice. Graduate students, not candidates for a degree, may be received in any department for any length of time. Excellent gymnasia, under experienced instructors, are provided for both male and female students. The university receives the income from the land-grant fund, in return for which the State is entitled to appoint a student, to be instructed free of charge, from each Assembly district. These appointments are made for merit alone and without regard to sex.

The *University of the City of New York* has abandoned the old plan of conferring advanced degrees, and in 1885-'86 inaugurated the system of giving them only after

successful prosecution, after graduation, of studies assigned by the faculty. The chemical laboratory of the college proper has been recently refitted and improved. The building of the department of medicine has been enlarged and its facilities increased by the addition of chemical, microscopical, and materia medica laboratories and a dispensary, in which students are instructed in the treatment of diseases. During the year 7,000 patients were received and treated here.

The studies of *Vassar College*, Poughkeepsie, are prescribed to the middle of the sophomore year, but are largely elective for the remainder of the course.

St. Stephen's College, Annandale, received donations of 2,000 books for the college library during 1885-'86.

Hamilton College, Clinton, has purchased a new boarding-hall for students and built new recitation-rooms to and generally renovated one of its principal buildings.

The *College of St. Francis Xavier*, New York, added during the year an elegantly furnished reading-room to its library, thereby increasing its attractiveness and usefulness to the students.

For the *University of Rochester* a handsome three-story brown-stone structure, to be thoroughly fire-proof, is in course of erection. Upon its completion it will be fitted up as a chemical laboratory. The geological cabinet of this university is said to be the finest in the United States.

The last report of the Board of Visitors to the *United States Military Academy*, West Point, shows a very satisfactory condition of the institution.

NORTH CAROLINA.

The colleges of North Carolina report few new facts this year that are not shown in Table 39. The same courses are still pursued, and the methods of teaching and discipline show no alteration.

The *University of North Carolina*, Chapel Hill, has loaned money to deserving students to the amount of \$12,835 from funds established for that purpose. Optional or elective courses are permitted within certain limits, and graduate study is encouraged.

English receives an important place in the curriculum of *Davidson College*.

The training of colored preachers and teachers is the main object of *Biddle University*, Charlotte, and of *Shaw University*, Raleigh.

OHIO.

Ohio University, Columbus, has made rapid progress since our last report. The three regular courses have been entirely reconstructed and a greater range of electives offered, especially in the higher classes. Three additional special courses were introduced at the beginning of the year, extending the instruction to veterinary science, pharmacy, and a short course in agriculture. The last is especially adapted to farmers' boys, and embraces the most practical studies of the university. The requirements for admission have been altered and raised to include a year of Latin. The chair of modern languages has been divided, and an additional instructor now performs a portion of the work, and the efficiency of the instruction is much increased thereby. The mechanical laboratory, recently completed, affords thorough training in all that relates to the work of a practical mechanical engineer. The experimental farm has been unusually successful this year, and for the first time since its establishment a profit has been derived from it. A new arrangement has been made with the directors of the State agricultural experiment station by which in the future the experiments will be conducted by officers of the university, and the students may profit by the scientific truths here shown. The department of comparative anatomy and physiology has made rapid progress, and by a recent resolution of the faculty laboratory work in this line of study is made obligatory upon a large proportion of the students. An increase of 1,485 volumes is reported by the librarian.

Adelbert College of Western Reserve University, Cleveland, has modified its working methods and curriculum to conform to the more modern ideas of collegiate education. The system of electives has been extended, and the number of studies embraced in the list has been augmented by the addition of advanced German, Sanskrit, English, and French. The time devoted to Greek, Latin, and mathematics has been shortened and the difference devoted to electives, which now occupy three-fifths of time of the senior class.

Buchtel College, Akron, reports the more complete equipment of the astronomical observatory, the formation of the nucleus of a museum, the endowment of three new scholarships of \$1,000 each, and the receipt of a \$36,000 bequest. A normal course is offered in addition to the regular courses.

Ohio University, Athens, pays special attention to pedagogical training, and offers an excellent and thorough course of instruction in that department.

St. Xavier College, Cincinnati, has received by donation a dynamo-electric machine, with a number of electric lamps, and a large collection of United States coins and currency for the museum.

The main building of the *University of Cincinnati* was damaged by fire in November last, and while the repairs were being made a number of improvements were introduced, the chemical and physical laboratories especially being enlarged. All the studies of the first 3 years are prescribed, and electives are allowed only in the senior class.

The *University of Wooster* has adopted a new curriculum, in which more importance is given to electives.

Miami University, Oxford, resumed its exercises this year after a lapse of 12 years. During 1885-'86 no instruction was given in the higher branches, but full courses are offered for next year, and the facilities of the institution will then be better than ever before.

The courses of *Oberlin College* have been extended, especially in the junior and senior years. The location of the museum and of the chemical laboratory has been changed and better accommodations afforded them. Improvements of importance have been made in the gymnasium and in the department of physics. A new building, to cost \$70,000, is being erected, and new cottages for ladies' dormitories will soon be completed.

OREGON.

Oregon State University, Eugene City, reports the completion of a new two-story building, 69 feet wide by 115 feet long. A chair of music was established by the trustees in March, 1886. The apparatus and equipment generally of the scientific departments are fairly complete.

A number of other institutions are reported in Table 39, to which reference may be had for all information not shown in our previous reports, since no innovations are reported during 1885-'86.

PENNSYLVANIA.

The *University of Pennsylvania*, Philadelphia, continues to offer the same general courses as have been in use since 1883, and but little change is apparent in the studies to be pursued.

The buildings of *Muhlenberg College*, Allentown, have been repaired and beautified and its libraries enlarged.

For *Geneva College*, Beaver Falls, an additional endowment of \$100,000 is being raised and \$90,000 have already been subscribed.

Lebanon Valley College, Annville, has finished an additional building to be used by the library and music, art, and natural science departments.

The trustees of *Lincoln University* have established a new chair of instruction in the English version of the Bible.

Westminster College, New Wilmington, has effected a new arrangement of studies, and in the future each student will have 3 instead of 4 daily recitations.

The facilities of *Dickinson College*, Carlisle, have been increased during the year by the erection of a handsome new building for the scientific department, and the physical welfare of the students will be promoted by the equipment of the new gymnasium. A library building has also been begun. The endowment of perpetual scholarships at \$1,000 each has been authorized by the trustees.

Astronomical observatories are being erected for *Swarthmore College*, Swarthmore, and *Washington and Jefferson College*, Washington.

At their last meeting the trustees of *Allegheny College*, Meadville, authorized the affiliation of that college with the Meadville College of Music and the Meadville Business School, and hereafter students of Allegheny College will be entitled to the privileges of the two last institutions.

RHODE ISLAND.

Brown University, Providence, continues to offer its three high-grade courses, in which no material change has been made during the year. Select courses are permitted to students not candidates for a degree, but the selection is made under the supervision of the faculty. The new library of poetical works has been properly arranged and catalogued. Among the various forms of aid offered to students there are a hundred scholarships.

SOUTH CAROLINA.

The *University of South Carolina*, Columbia, has just passed through one of the most successful years in its history, and the number instructed has been greater than for any year since 1849. About three-fifths of the time of instruction is devoted to scientific branches, and the proportion of students in the special courses is increasing. Two new professors have been appointed and will begin their work at the opening of the next fall term.

Claflin University, Orangeburgh, has a department for industrial training.

An elective course was introduced in *Newberry College* during the year.

TENNESSEE.

The *University of Tennessee and State Agricultural and Mechanical College*, Knoxville, still offers instruction in the same schools mentioned in our last report. A tuition fee is charged, but by an extensive system of State and county appointments instruction to students residing in the State is made practically free. Special facilities are allowed teachers desiring further preparation for their profession.

The name of the *East Tennessee Wesleyan University*, Athens, has been changed and it is now known as *Grant Memorial University*. Steps will soon be taken to organize an industrial department.

New buildings are being erected for *Hiawasse College*, Hiawasee; *Christian Brothers' College*, Memphis; and *Greenville and Tusculum College*, Tusculum.

TEXAS.

The *University of Texas*, Austin, has, during the year, fully established three regular degree courses in which the number of optionals increases as the student approaches graduation, instead of the loose elective system formerly in vogue. Arrangements were made at the beginning of the fall term to introduce the plan of students' boarding clubs, and after a year's trial these have proven very satisfactory, reducing the necessary expenses to about \$150 per annum. The whole of the lower floor of the main building has been turned over to the chemical department and refitted to supply its needs. A considerable sum has been spent in purchasing additional apparatus, and it is said that the chemical laboratories are among the best equipped in the country. Provision has been made for post-graduate instruction, and advanced study is encouraged.

Several other colleges in the State are in a prosperous condition, though no notable changes have occurred within the year just passed. Their statistics may be found in our tables.

VERMONT.

No innovations of consequence are reported by the colleges of Vermont. The courses of instruction adopted by all of them were duly described in our report for 1884-'85, and later reports show no material change.

VIRGINIA.

The *University of Virginia*, the leading institution of learning in the South, continues to impart instruction of a high character in the same departments as for several years past. The Leander McCormick observatory is now open to the students and contains one of the finest telescopes in the country, with all the smaller instruments necessary to the work of the astronomer. An astronomical library has been started.

Washington and Lee University, Lexington, allows students to pursue such studies as they may select, subject to the advice of the faculty. Accessions are reported to the library, museum, and art gallery.

The curriculum of *Randolph Macon College*, Ashland, shows two new courses, one of three years, leading to the degree bachelor of philosophy, and the other, a full four-year course, leading to the A. B. degree.

Roanoke College, Salem, has purchased 5 acres of land to be used by the athletic associations. The library and museum have been largely increased.

WEST VIRGINIA.

West Virginia University, Morgantown, arranged its studies this year in nine distinct schools, from which each student was permitted to select those best suited to his individual wants. There are also a school of law and a preparatory school of medicine. Especial attention is paid to practical geology, and additional provision has recently been made for this study by means of annual excursions of the students through the State. A respectable beginning has been made towards a university library.

WISCONSIN.

The *University of Wisconsin*, Madison, two years since lost its principal building by fire, and with it a great part of its apparatus. During the session of 1885 the State Legislature appropriated a sufficient sum to make good the loss for the erection of a new chemical laboratory, a machine shop, a boiler-house with its appurtenances, and a science hall. All these buildings have been completed within the year, excepting the last, which will be, when finished, one of the handsomest buildings of the kind in the West. With these new buildings the equipment of nearly all the departments will be nearly complete. The number of students in attendance this year has been larger than ever before. A short and practical course in agriculture has been arranged for those unable to take a full four-year course.

Lawrence University, Appleton, has adopted the elective system during the year and improved its commercial course by the introduction of actual business practice.

Racine College, Racine, and the *Northwestern University*, Watertown, both pay especial attention to physical exercise, and the latter has lately equipped a fine gymnasium.

WASHINGTON TERRITORY.

Whitman College, Walla Walla, has been fairly prosperous since the beginning of its college functions four years ago. Its debt was decreased from \$3,000 to \$5,000 during the year and its library increased to 2,000 bound volumes. The courses of instruction offered are similar to those of other new institutions.

GROWTH OF UNIVERSITIES AND COLLEGES.

The following is a statement of the aggregate number of universities and colleges, with instructors and students, as reported to this Bureau each year from 1876 to 1886, inclusive (1883 omitted):

	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.	1885.	1886.
Number of institutions	356	351	358	364	364	362	365	370	365	345
Number of instructors	3,920	3,998	3,885	4,241	4,160	4,361	4,413	4,644	4,836	4,720
Number of students	56,481	57,334	57,987	60,011	50,594	62,435	64,096	65,522	65,728	67,642

TABLE 38.—Summary of the statistics

	States and Territories.	Number of universities and colleges.				Years in course.		Whole number of faculty.		Students.					
		Number with four-year course.	Number with three-year course.	Courses over four years.	Preparatory only.	Collegiate.	Preparatory.	Normal.	Commercial.	Collegiate department.					
										In classical course.	In scientific course.	Special or optional course.	Total in collegiate course.		
1	Alabama	3	3		2	28	55	0	0	181	60	63	304		
2	Arkansas	4	3	1	5	23	530			128 ⁽¹⁶⁾	19	12	175		
3	California	12	8	1	1	45	106	622	56	176	378	176	116	a1,014	
4	Colorado	3	2		12	28	275		44	18	20	24	a82		
5	Connecticut	3	3			84				782	71	18	871		
6	Delaware	1	1		0	5	0	0	0	8	19	14	41		
7	Florida	1		1		9	44						a65		
8	Georgia	7	6		25	43	727		2	556	5	30	591		
9	Illinois	24	21	3	46	233	1,883	109	354	600 ⁽²⁶⁵⁾	305	459	a1,629		
10	Indiana	14	12	2	45	152	1,235	157	164	763 ⁽¹⁵⁸⁾	249	133	a1,414		
11	Iowa	19	18	1	50	184	1,863	142	315	679 ⁽⁴⁴⁵⁾	377	501	a1,969		
12	Kansas	9	8		22	115	902	17	15	102 ⁽¹⁰¹⁾	78	169	a298		
13	Kentucky	12	7	4	26	61	600		331	324 ⁽¹⁶⁵⁾	218	23	a831		
14	Louisiana	11	9	1	51	97	1,040		169	225	44	42	a701		
15	Maine	3	3			33				394		9	403		
16	Maryland	8	7	1	21	112	301		25	209 ⁽⁴³⁾	26	12	a470		
17	Massachusetts	6	6		3	160	195			1,643 ⁽²¹⁹⁾	25	181	a2,068		
18	Michigan	9	8		14	143	637	18	104	136 ⁽⁶¹⁾	147	156	a1,150		
19	Minnesota	5	3	1	3	80	466	86	68	129	97	153	a462		
20	Mississippi	3	2	1	7	22	156	193		124	188		a318		
21	Missouri	17	11	1	2	82	1,923	39	73	180 ⁽⁷⁰³⁾	186	159	a1,308		
22	Nebraska	4	2	1	9	33	165	19		139	63	97	299		
23	Nevada	1			2		51								
24	New Hampshire	1	1			18				461 ⁽²⁴⁹⁾	46	11	249		
25	New Jersey	4	3	1	5	72	40		20	101 ⁽¹⁰¹⁾			518		
26	New York	22	19	2	76	435	2,469		204	2,149 ⁽¹⁸²⁾	1,050	651	a4,009		
27	North Carolina	9	7	1	20	78	540			190 ⁽⁶⁸⁷⁾	18	43	a528		
28	Ohio	33	21	2	71	296	1,941	20	108	646 ⁽⁶⁶⁾	308	457	a2,263		
29	Oregon	6	5		13	45	612	38		8 ⁽⁸³⁾	16	2	92		
30	Pennsylvania	26	25		63	331	1,268	140	57	1,686 ⁽⁷²⁾	431	525	a3,222		
31	Rhode Island		1			22				192	41	10	243		
32	South Carolina	9	9		9	39	591	30		316 ⁽¹⁰⁶⁾	54	42	484		
33	Tennessee	18	15	1	45	231	1,545	279	61	388 ⁽⁹²⁾	123	188	a940		
34	Texas	6	5	1	12	52	429			52	54	45	a464		
35	Vermont	2	2			14				108	71	48	227		
36	Virginia	7	4		3	71	123			216	15	54	a408		
37	West Virginia	2	2		3	17	107			(60)		3	63		

a Includes a small num

of universities and colleges.

Graduate students.	Students.		Libraries.		Property, income, &c.					Receipts from all other sources.		
	Whole number of students in all departments.		Volumes in college library.	Volumes in students' 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 last year from State appropriation.			
	Male.	Female.										
0	493 (629)		10,000	1,800	\$350,000	\$318,000	\$24,880	\$9,500		\$25,000	1	
5	a75	a42	4,100	500	275,500	135,000	10,900	4,800	\$39,800		300	2
13	a1,381 (236)	a452	58,230	3,550	1,098,000	138,000	3,700	77,335	3,900		177,851	3
10	a106	a69	8,100		60,000	50,000	3,500		22,000		3,500	4
58	916	13	191,750		509,630	942,196	52,810	12,274			15,931	5
0	33	8		4,000	70,000	83,000	4,980		8,000			6
---	a169 (329)		1,500		15,000	45,700	2,600	700	700			7
---	a779 (2,315)	a247	36,076	5,564	493,000	27,250	1,245	4,537	10,500		26,819	8
60	a1,913 (1,059)	a429	113,836	11,200	2,996,946	1,470,317	70,242	115,157			170,710	9
64	a1,550 (2,035)	a425	97,550	7,000	1,371,000	930,900	63,699	21,711	23,000		11,300	10
37	a1,553	a738	69,950	6,400	1,394,000	677,428	45,561	58,448	54,000		52,652	11
19	a1,266 (389)	a585	28,100	20,000	578,614	177,000	13,130	16,500			33,780	12
36	a1,510 (760)	a254	52,470	13,863	805,500	964,427	48,452	45,319			21,260	13
4	a1,279	a151	54,255	500	487,764	1,356,970	83,244	29,721	17,250			14
---	356	47	66,920	9,600	290,000	822,640	48,744	21,393			4,650	15
184	a990 (164)	a92	66,100	6,300	1,006,738	3,000,000	208,214	21,676	13,400		42,000	16
97	a2,196 (648)		402,800	14,000	1,000,000	7,065,772	377,113	71,351			65,048	17
9	a1,138 (126)	a574	101,356	6,230	1,681,000	1,246,493	74,204	84,072	51,500		100,861	18
27	a724	a259	40,750	600	1,235,769	1,034,567	49,951	11,625	35,000		25,637	19
19	a538	a148	12,000	3,500	265,000	609,061	33,243	5,471	32,643		4,970	20
2	a2,439 (393)	a763	98,231	2,320	1,608,000	668,400	46,983	103,000			5,500	21
---	a104	a74	15,692	702	222,000	261,000	13,500	2,000	135,000		18,000	22
1	18	33	400		20,000	110,520	24,951					23
62	250		65,000									24
---	a723 (638)		75,900	19,500	60,000	566,000	34,828	2,431	6,960		22,000	25
96	a5,457 (442)	a683	367,648	5,500	7,985,031	10,963,321	617,245	430,764	129,377		393,868	26
8	a1,046 (2,150)	a172	41,421	15,700	750,000	474,000	18,800	22,200	27,500		400	27
11	a2,412 (191)	a615	202,736	23,300	5,616,000	2,569,841	151,038	49,622	48,850		167,902	28
---	a370 (913)	a260	10,400		271,000	323,000	19,250	13,500	5,000			29
49	a3,624 (387)	a119	251,794	60,100	3,396,150	4,790,310	148,767	110,645			131,893	30
2	245		65,183		600,000	767,104	41,938	25,944	0		493	31
18	a729 (1,616)	a157	44,300	3,650	511,000	518,500	26,273	6,843	23,200		23,465	32
11	a2,095 (385)	a317	76,806	9,175	1,560,174	1,744,666	122,505	66,905	1,000		42,282	33
4	a460 (43)	a293	9,650		335,000	713,000	44,713	4,300	1,000			34
---	161	23	51,000		450,000	250,416	15,716	5,054			16,636	35
9	a844 (80)		100,050	9,300	2,004,597	1,106,954	110,002	47,969	40,000		30,526	36
---	a122		5,000	400	275,000	117,200	6,348	350	18,000			37

ber not classified.

TABLE 38.—Summary of the statistics

	States and Territories.	Number of universities and colleges.				Years in course.		Whole number of faculty.		Students.				
		Number with four-year course.	Number with three-year course.	Courses over four years.	Preparatory only.	Collegiate.	Preparatory.	Normal.	Commercial.	Collegiate department.				
										In classical course.	In scientific course.	Special or optional course.	Total in collegiate course.	
38	Wisconsin	8	8	.....	19	97	807	57	52	267	242	158	667
39	Dakota	3	3	.....	5	14	83	19	139	19	2	21	42
40	District of Columbia	5	3	..... 1	6	68	159	155	16	51	19	1	a278
41	Montana	1	1	.....	2	8	3	21	.....	17	.....	21	38
42	Utah	1	1	.....	.....	11	.....	40	.....	.....	.....	.....	.....
43	Washington	2	2	.....	8	23	221	.....	.....	19	9	.....	28
	Total	345	280	5 26	830	3,890	25,408	1,635	2,497	(3,873) 14,483	4,872	4,652	a31,565	

a Includes a small num

of universities and colleges—Continued.

Students.		Libraries.		Property, income, &c.						Receipts from all other sources.	
Graduate students.	Whole number of students in all departments.		Volumes in college library.	Volumes in students' 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 last year from State appropriation.		
	Male.	Female.									
3	1,158	428	58,120	3,050	\$1,050,000	\$1,215,000	\$62,420	\$48,484	\$57,000	\$48,464	38
1	(195) 70	19	4,100	.....	205,000	250,000	.....	.....	30,000	.....	39
10	(196) a561	a48	52,100	.....	400,000	175,000	10,000	.....	24,500	50,825	40
.....	(62) a214	a139	500	.....	58,000	.....	.....	2,500	.....	4,500	41
2	(74) a214	a139	3,609	.....	70,000	.....	.....	6,674	.....	.....	42
4	(74) 102	77	4,000	.....	135,000	8,425	900	7,658	3,000	700	43
935	(16,961) a41,848	a8,833	3,008,283	267,304	43,565,413	49,687,378	2,736,589	1,568,433	862,580	1,739,723	

ber not classified.

TABLE 39.—Statistics of universities and colleges for 1885-'86;

Post-office address.	Name.	President.
1	2	3
1 Greensborough, Ala.	Southern University	Rev. A. S. Andrews, A. M., D. D.
2 Marion, Ala.	Howard College	J. T. Murfee, LL. D.
3 University P. O., Ala.	University of Alabama	H. D. Clayton, LL. D.
4 Batesville, Ark.	Arkansas College	Rev. I. J. Long, D. D.
5 Fayetteville, Ark.	Arkansas Industrial University	Geo. M. Edgar, LL. D.
6 Little Rock, Ark.	Little Rock University*	Rev. Edward S. Lewis, A. M.
7 Little Rock, Ark.	Philander Smith College	Rev. Thomas Mason, A. M.
8 Benicia, Cal.	College of St. Augustine	Rt. Rev. J. H. D. Wingfield, D. D., LL. D.
9 Berkeley, Cal.	University of California	Edward S. Holden, A. M.
10 College City, Cal.	Pierce Christian College	James C. Keith, A. B.
11 Los Angeles, Cal.	St. Vincent's College	Rev. A. J. Meyer, C. M.
12 Los Angeles, Cal.	University of Southern California	Rev. M. M. Bovard, A. M.
13 Napa City, Cal.	Napa College	A. E. Lasher
14 San Francisco, Cal. (cor. of Hayes street and Van Ness avenue.)	St. Ignatius College	Rev. Joseph Sasia, S. J.
15 San José, Cal.	University of the Pacific	Rev. C. C. Stratton, A. M., D. D.
16 Santa Clara, Cal.	Santa Clara College	Rev. R. E. Kenna, S. J.
17 Santa Rosa, Cal.	Pacific Methodist College	J. S. Austin, A. M.
18 Woodbridge, Cal.	San Joaquin Valley College	Rev. D. A. Mobley, A. M.
19 Woodland, Cal.	Hesperian College	A. M. Elston, A. M.
20 Boulder, Colo.	University of Colorado	Dr. J. A. Sewall
21 Colorado Springs, Colo.	Colorado College	Winthrop D. Sheldon, professor
22 Denver, Colo.	University of Denver	David H. Moore, A. M., D. D.
23 Hartford, Conn.	Trinity College	Rev. Geo. Williamson Smith, D. D.
24 Middletown, Conn.	Wesleyan University	Rev. John W. Beach, D. D., LL. D.
25 New Haven, Conn.	Yale College	Rev. Noah Porter, LL. D.
26 Grand Forks, Dak.	University of North Dakota	Henry Montgomery, M. A., B. S.
27 East Pierre, Dak.	Pierre University	Wm. M. Blackburn, D. D.
28 Vermillion, Dak.	University of Dakota	John R. Herrick, D. D.
29 Newark, Del.	Delaware College	J. H. Caldwell, A. M., D. D.
30 Washington, D. C.	Columbian University	James C. Welling, LL. D.
31 Washington, D. C.	Gonzaga College	Rev. Edward A. McGurk, S. J.
32 Washington, D. C.	Howard University	Rev. Wm. W. Patton, D. D., LL. D.
33 Washington, D. C.	National Deaf-Mute College	E. M. Gallaudet, Ph. D., LL. D.
34 West Washington, D. C.	Georgetown College	Rev. James A. Doonan, S. J.
35 Tallahassee, Fla.	University of Florida*	Rev. John Kost, A. M., M. D., LL. D., chancellor.
36 Athens, Ga.	University of Georgia	P. H. Mell, D. D., LL. D.
37 Atlanta, Ga.	Atlanta University	Horace Bumstead, acting presi- dent.
38 Atlanta, Ga.	Clark University	Rev. E. O. Thayer, A. M.
39 Bowdon, Ga.	Bowdon College	Rev. F. A. M. Henderson, D. D.
40 Macon, Ga.	Mercer University	Rev. Archibald J. Battle, D. D., LL. D.
41 Macon, Ga.	Pio Nono College	Very Rev. L. Bazin
42 Oxford, Ga.	Emory College	Rev. Isaac S. Hopkins, Ph. D., D. D.
43 Abingdon, Ill.	Hedding College	Rev. Jabez R. Jaques, D. D., Ph. D.
44 Bloomington, Ill.	Illinois Wesleyan University	Rev. W. H. H. Adams, D. D.
45 Bourbonnais Grove, Ill.	St. Viator's College	Rev. M. J. Marsile, C. S. V.
46 Carthage, Ill.	Carthage College	Rev. E. F. Bartholomew, A. M.
47 Chicago, Ill. (413 W. 12th street).	St. Ignatius College	Rev. Joseph G. Zealand, S. J.
48 Eureka, Ill.	Eureka College	Carl Johann
49 Evanston, Ill.	Northwestern University	Rev. Joseph Cummings, D. D., LL. D.
50 Ewing College, Ill.	Ewing College	Rev. John Washburn, A. M., D. D.
51 Galena, Ill.	German-English College	Rev. Emil Uhl
52 Galesburgh, Ill.	Knox College	Hon. Newton Bateman, A. M., LL. D.
53 Galesburgh, Ill.	Lombard University	Rev. Rev. Nehemiah White, Ph. D.
54 Jacksonville, Ill.	Illinois College	Edward A. Tanner, D. D.

* From Report of the Commissioner of Education for year 1884-'85.

TABLE 39.—Statistics of universities and

	Post-office address.	Name.	President.
	1	2	3
55	Lake Forest, Ill.....	Lake Forest University.....	Rev. Daniel S. Gregory, D. D.....
56	Lebanon, Ill.....	McKendree College.....	E. A. Whitnam, D. D.....
57	Lincoln, Ill.....	Lincoln University.....	A. J. McGlunphy, D. D., LL. D.....
58	Monmouth, Ill.....	Monmouth College.....	J. B. McMichael, D. D.....
59	Naperville, Ill.....	Northwestern College.....	Rev. H. H. Rassweiler, A. M.....
60	Quincy, Ill.....	Chaddock College.....	Harvey C. De Motte, Ph. D.....
61	Quincy, Ill.....	St. Francis Solanus College.....	Anselmus Mueller, D. S. F.....
62	Rock Island, Ill.....	Angustana College.....	A. W. Williamson, sec. of fac.....
63	Tentopolis, Ill.....	St. Joseph's Diocesan College.....	Very Rev. P. Michael Richardt, D. S. F.....
64	Upper Alton, Ill.....	Shurtleff College.....	A. A. Kendrick, D. D.....
65	Urbana Ill. (Champaign P. O.).....	University of Illinois.....	.....
66	Westfield, Ill.....	Westfield College.....	I. L. Kephart, A. M., D. D.....
67	Wheaton, Ill.....	Wheaton College.....	Charles A. Blanchard.....
68	Bloomington, Ind.....	The Indiana University.....	Wm. W. Spangler.....
69	Crawfordsville, Ind.....	Wabash College.....	Rev. Joseph F. Tuttle, D. D., LL. D.....
70	Fort Wayne, Ind.....	Concordia College.....	George Schick.....
71	Franklin, Ind.....	Franklin College.....	Rev. W. S. Stott, D. D.....
72	Greencastle, Ind.....	De Pauw University.....	Alexander Martin, LL. D.....
73	Hanover, Ind.....	Hanover College.....	Rev. D. W. Fisher, D. D.....
74	Hartsville, Ind.....	Hartsville College.....	Rev. C. H. Kiracofe, A. M.....
75	Irrvington, Ind.....	Butler University.....	Allen R. Benton.....
76	Merom, Ind.....	Union Christian College.....	B. F. McHenry.....
77	Moore's Hill, Ind.....	Moore's Hill College.....	Rev. L. G. Adkinson, A. M.....
78	Notre Dame, Ind.....	University of Notre Dame.....	Very Rev. Thomas E. Walsh, C. S. C.....
79	Richmond, Ind.....	Earlham College.....	Joseph J. Mills, A. M.....
80	Ridgeville, Ind.....	Ridgeville College.....	Rev. E. O. Dickinson, A. M.....
81	St. Meinrad, Ind.....	St. Meinrad's College.....	Rt. Rev. Abbott Furtan.....
82	College Springs, Iowa.....	Amity College.....	Rev. T. J. Kennedy, D. D.....
83	Davenport, Iowa.....	Griswold College.....	Rt. Rev. Wm. Stevens Perry.....
84	Decorah, Iowa.....	Norwegian Luther College.....	Rev. Laur. Larren.....
85	Des Moines, Iowa.....	Drake University.....	Geo. T. Carpenter, A. M., chancellor.....
86	Dubuque, Iowa.....	St. Joseph's College*.....	Very Rev. R. Ryan, V. G.....
87	Fairfield, Iowa.....	Parson's College.....	Rev. T. D. Ewing, D. D.....
88	Fayette, Iowa.....	Upper Iowa University.....	Rev. J. W. Bissell, D. D.....
89	Grimnell, Iowa.....	Iowa College.....	S. J. Buck, acting president.....
90	Hopkinton, Iowa.....	Lenox College.....	J. A. Ritchey, Ph. D.....
91	Indianola, Iowa.....	Simpson College.....	Rev. Wm. E. Hamilton, A. M., acting president.....
92	Iowa City, Iowa.....	State University of Iowa.....	J. L. Pickard, LL. D.....
93	Mt. Pleasant, Iowa.....	German College.....	Rev. John Schlagenhauf, D. D.....
94	Mt. Pleasant, Iowa.....	Iowa Wesleyan University.....	Rev. J. T. McFarland, A. M., D. D.....
95	Mt. Vernon, Iowa.....	Cornell College.....	Rev. Wm. F. King, D. D.....
96	Oskaloosa, Iowa.....	Oskaloosa College.....	R. H. Johnson, A. M.....
97	Oskaloosa, Iowa.....	Penn College.....	Benjamin Trueblood, A. M.....
98	Pella, Iowa.....	Central University of Iowa.....	Rev. Daniel Read, LL. D.....
99	Tabor, Iowa.....	Tabor College.....	Rev. Wm. M. Brooks, A. M.....
100	Toledo, Iowa.....	Western College.....	Rev. W. M. Beardsheer, A. M.....
101	Achison, Kans.....	St. Benedict's College.....	Rt. Rev. J. Wolf, O. S. B.....
102	Baldwin City, Kans.....	Baker University.....	Rev. W. H. Sweet, D. D.....
103	Emporia, Kans.....	College of Emporia.....	Rev. John F. Hendy, D. D.....
104	Highland, Kans.....	Highland University.....	Duncan Brown.....
105	Lawrence, Kans.....	University of Kansas.....	Joshua Allan Lippincott, D. D.....
106	Lecompton, Kans.....	Lane University.....	Rev. S. B. Ervin, A. M.....
107	Ottawa, Kans.....	Ottawa University.....	Rev. M. L. Ward, A. M.....
108	St. Mary's, Kans.....	St. Mary's College.....	Rev. Daniel McErlane, S. J.....
109	Topeka, Kans.....	Washburn College.....	Rev. Peter McVicar, M. A., D. D.....
110	Bardstown, Ky.....	St. Joseph's College*.....	Rev. W. P. Mackin.....

* From Report of the Commissioner of Education for year 1884-'85.

colleges for 1885-'86, &c.—PART I—Continued.

Date of charter.	Date of organization.	Whole number of faculty.		Students.												
		Instructors in preparatory department only.	Professors, instructors, and lecturers in collegiate department.	Preparatory.	In normal department.	In commercial department.	Collegiate department.									
							Classical.				Scientific.					
							First year.	Second year.	Third year.	Fourth year.	First year.	Second year.	Third year.	Fourth year.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
1856	1876	3	8	52	(49)	55
1835	1836	.....	5	.....	.....	.....	10	2	3	2	25	4	4	6	59
1865	1866	.....	9	79	.....	48	6	4	5	2	13	8	4	5	57
1857	1856	1	14	99	.....	.....	21	9	6	16	18	.....	13	17	56
1865	1861	3	7	107	62	65	.....	.....	.....	.....	.....	.....	.....	.....	59
1878	1876	.....	9	57	.....	.....	.....	.....	.....	.....	.....	(30)	.....	.....	60
1873	1860	.....	12	19	.....	64	.....	.....	.....	.....	.....	(56)	.....	.....	61
1835	1880	1	9	83	0	0	25	19	16	13	3	3	2	.....	62
1881	1862	2	9	12	.....	30	16	20	28	15	a11	b12	.....	.....	63
1835	1827	4	6	83	4	16	1	2	4	3	2	2	1	4	64	
.....	.....	.....	.....	(c)	.....	.....	.....	.....	(c)	.....	.....	.....	.....	.....	65
1865	1863	2	4	73	.....	.....	6	0	1	0	3	3	5	0	66
1861	1855	.....	12	125	.....	.....	.....	.....	.....	.....	(54)	.....	.....	.....	67
1833	1824	2	22	81	0	0	87	52	23	20	4	10	9	5	68	
1334	1833	2	11	69	.....	.....	17	11	12	13	.....	.....	.....	.....	69
1850	1839	.....	6	32	.....	.....	29	32	41	32	.....	.....	.....	.....	70
1844	1837	.....	9	75	19	.....	14	4	4	4	3	6	3	2	71
1837	1837	11	37	293	114	0	79	46	38	32	.....	.....	.....	.....	72
1892	1828	.....	8	57	0	0	21	24	15	20	13	3	.....	.....	73
1851	1852	4	4	50	.....	33	2	1	.....	.....	17	6	7	7	74
1830	1855	1	8	70	.....	.....	11	12	12	5	22	12	10	3	75
1859	1862	2	6	93	.....	.....	1	1	2	11	5	5	5	2	76
1854	1856	.....	6	16	24	1	1	3	1	1	30	20	7	8	77
1844	1845	15	17	130	.....	120	.....	.....	.....	.....	(158)	.....	.....	.....	78
1859	1859	5	8	125	.....	.....	.....	.....	.....	.....	.....	8	2	1	79
1867	1867	.....	5	92	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	80
.....	1857	3	5	2	.....	10	6	11	11	12	a6	.....	.....	.....	81
1876	1872	.....	9	157	25	17	5	2	0	5	20	6	5	0	82
1859	1859	18	11	111	.....	3	3	2	2	2	2	4	3	2	83
1865	1861	0	8	72	8	0	20	14	0	17	.....	.....	.....	.....	84
1881	1881	1	11	.....	.....	20	.....	.....	.....	.....	.....	.....	.....	.....	85
.....	1872	2	6	30	.....	.....	7	8	15	10	.....	.....	.....	.....	86
1875	1875	7	7	85	.....	.....	10	16	5	7	10	5	3	0	87
1860	1857	4	6	191	.....	70	8	7	2	4	3	1	4	3	88
1847	1848	2	11	192	0	0	19	10	11	3	22	9	7	5	89	
1856	1859	0	7	82	0	0	15	14	13	4	25	11	7	8	90	
1867	1867	4	11	93	36	87	16	11	9	9	10	4	.....	1	91
1847	1860	0	18	0	0	0	71	49	58	38	.....	.....	.....	.....	92
1873	1873	.....	3	33	.....	.....	1	1	2	2	2	1	1	2	93
1855	1852	.....	13	86	.....	.....	8	7	8	5	12	6	12	6	94
1857	1853	3	20	249	.....	.....	10	24	6	7	34	10	2	2	95
1858	1861	.....	10	107	.....	83	4	3	5	4	3	2	4	1	96
1873	1873	1	5	23	51	.....	18	8	7	6	10	7	4	2	97
1853	1853	.....	9	82	.....	.....	9	5	6	3	.....	.....	.....	.....	98
1866	1866	6	8	140	.....	5	3	3	1	1	11	5	8	7	99
1855	1856	2	11	125	22	30	3	2	3	4	22	14	6	6	100	
1859	1859	10	22	.....	.....	.....	12	13	8	8	13	5	3	.....	101
1858	1858	3	8	300	.....	.....	13	4	5	4	31	10	9	3	102
1882	1833	.....	7	68	.....	.....	7	4	.....	.....	.....	.....	.....	.....	103
1858	1858	1	4	34	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	104
1861	1866	.....	18	143	.....	.....	.....	.....	.....	.....	(157)	.....	.....	.....	105
1862	1864	1	7	69	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	106
1865	1869	1	8	112	17	15	4	.....	.....	.....	2	1	.....	1	107
1889	1869	6	27	.....	.....	.....	.....	.....	.....	.....	(138)	.....	.....	.....	108
1865	1865	.....	14	176	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	109
1824	1819	4	.....	.....	.....	.....	12	5	1	4	.....	.....	.....	.....	110

^aFifth year.

^bSixth year.

c Table 43.

TABLE 39.—Statistics of universities and

	Post-office address.	Name.	President.
	1	2	3
111	Berea, Ky.....	Berea College.....	Rev. E. H. Fairchild.....
112	Bowling Green, Ky.....	Ogden College.....	Wm. A. Obenchain.....
113	Danville, Ky.....	Centre College.....	O. Beatty, LL. D.....
114	Farmdale, Ky.....	Kentucky Military Institute ^a	Col. R. D. Allen, supt.....
115	Georgetown, Ky.....	Georgetown College.....	Rev. R. M. Dudley, D. D.....
116	Hopkinsville, Ky.....	South Kentucky College*.....	S. R. Crumbaugh, M. A.....
117	Lexington, Ky.....	Kentucky University.....	Charles Louis Loos.....
118	Millersburgh, Ky.....	Kentucky Wesleyan College.....	D. W. Batson, A. M.....
119	Richmond, Ky.....	Central University.....	L. H. Blanton, D. D., chancellor.....
120	Russellville, Ky.....	Bethel College.....	James H. Fuqua, A. M.....
121	St. Mary's, Ky.....	St. Mary's College.....	Rev. D. Fennessy, C. R.....
122	Baton Rouge, La.....	Louisiana State University and Agricultural and Mechanical Col- lege.	Col. D. F. Boyd.....
123	St. James Parish, La. (Convent P. O.).	Jefferson College (St. Mary's).....	G. S. Rapier, S. M.....
124	Grand Coteau, La.....	St. Charles College.....	Rev. Jno. Montellot, S. J.....
125	Jackson, La.....	Centenary College of Louisiana*.....	Rev. T. A. S. Adams, A. M.....
126	Keachi, La.....	Keachi College.....	T. N. Coleman.....
127	New Orleans, La.....	College of the Immaculate Con- ception.	Very Rev. Theobald W. Butler, S. J.....
128	New Orleans, La.....	New Orleans University*.....	Almon F. Hoyt, A. M., S. T. B.....
129	New Orleans, La.....	Southern University*.....	Rev. J. H. Harrison, A. B.....
130	New Orleans, La.....	Straight University.....	Rev. R. C. Hitchcock.....
131	New Orleans, La.....	The Tulane University of Louisi- ana.	Wm. Preston Johnson, LL. D.....
132	Shreveport, La.....	Thatcher Institute.....	Geo. E. Thatcher.....
133	Brunswick, Me.....	Bowdoin College.....	Wm. Dewitt Hyde.....
134	Lewiston, Me.....	Bates College.....	Rev. Oren B. Cheney, D. D.....
135	Waterville, Me.....	Colby University.....	Rev. Geo. D. B. Pepper, D. D., LL. D.....
136	Annapolis, Md.....	St. John's College.....	Thomas Fell.....
137	Baltimore, Md.....	Johns Hopkins University.....	D. C. Gilman, A. M., LL. D.....
138	Chestertown, Md.....	Washington College.....	Wm. J. Rivers, A. M.....
139	Ellicott City, Md.....	Rock Hill College*.....	Rev. Brother Azarias.....
140	Ellicott City, Md.....	St. Charles College.....	F. Dumont.....
141	Emmitsburgh, Md.....	Mt. St. Mary's College.....	Rev. Edward P. Allen, A. M.....
142	New Windsor, Md.....	New Windsor College and Wind- sor Female College.	Rev. A. M. Jelly, D. D.....
143	Westminster, Md.....	Western Maryland College.....	T. H. Lewis.....
144	Amherst, Mass.....	Amherst College.....	Julius H. Serlye, D. D., LL. D.....
145	Boston, Mass.....	Boston College*.....	Rev. Edward V. Boursand, S. J.....
146	Boston, Mass.....	Boston University (College of Liberal Arts).	Wm. F. Warren, S. T. D., LL. D.....
147	Cambridge, Mass.....	Harvard College.....	Charles W. Eliot, LL. D.....
148	College Hill, Mass.....	Tufts College.....	Rev. Elmer H. Capen, D. D.....
149	Williamstown, Mass.....	Williams College.....	Franklin Carter, PH. D., LL. D.....
150	Adrian, Mich.....	Adrian College.....	D. S. Stephens, M. A.....
151	Albion, Mich.....	Albion College*.....	Rev. L. R. Fiske, D. D., LL. D.....
152	Ann Arbor, Mich.....	University of Michigan.....	James B. Angell, LL. D.....
153	Battle Creek, Mich.....	Battle Creek College.....	W. W. Prescott.....
154	Benzonia, Mich.....	Grand Traverse College.....	Orsin S. Dolby.....
155	Hillsdale, Mich.....	Hillsdale College.....	George F. Mosher.....
156	Holland, Mich.....	Hope College.....	Rev. Charles Scott, D. D.....
157	Kalamazoo, Mich.....	Kalamazoo College.....	Rev. Kendall Brooks, D. D.....
158	Olivet, Mich.....	Olivet College.....	Rev. Horatio Q. Butterfield, D. D.....
159	Collegeville, Minn.....	St. John's University.....	Alexius Edelbrock, D. D.....
160	Hamline, Minn.....	Hamline University*.....	Rev. George H. Bridgeman, D. D.....
161	Minneapolis, Minn.....	Augsburgh Seminary, Greek de- partment.*	Rev. George Sverdrup.....
162	Minneapolis, Minn.....	University of Minnesota.....	Cyrus Northrop, LL. D.....

* From Report of the Commissioner of Education for year 1884-'85.

colleges for 1885-'86, &c.—PART I—Continued.

Date of charter.	Date of organization.	Whole number of Faculty.		Students.											
		Instructors in preparatory department only.	Professors, instructors, and lecturers in collegiate department.	Preparatory.	In normal department.	In commercial department.	Collegiate department.								
							Classical.				Scientific.				
							First year.	Second year.	Third year.	Fourth year.	First year.	Second year.	Third year.	Fourth year.	
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1865	1855	10	6	359			3	1			14	4	5	2	111
1877	1877		4	40			7	6	3	4	10	8	5	1	112
1824	1821	2	6	110			17	13	16	18	4	4	5	3	113
1845	1845		7		0	0	15	10	10	6	15	15	10	10	114
1829	1830	2	6	14							(101)				115
1849	1881		11												116
1858	1859	2	10	27		256									117
1860	1866		5												118
1872	1873	3	8	31			33	26	22	15	20	10	7	7	119
1854	1854	1	8				25	25	13	8	27	19	7	5	120
1872	1821	2	10	10		75	10	5	10	5				1	121
1876	1858		11								(95)				122
1842	1842	9	10	49		50									123
1852	1837	1	12	17			45	15	12				3		124
1825	1825	1	4	33							(51)				125
1855	1856		12	50											126
1856	1847	2	16	102		119	20	28	24						127
1873	1865	3	4	171							(19)				128
1880	1833		6												129
1869	1870	14	4	390			12	9	5	2	12	10	7	8	130
1834	1834	21	15	223			33	15	3	2		4			131
1886	1871		3												132
1794	1802		14	0	0	0	38	41	28	29	0	0	0	0	133
1863	1863		9				29	41	31	28					134
1820	1819		10				33	26	26	34					135
1784	1789	3	6	35			4	5	2	3	14	9	2	1	136
1867	1876	0	49	0	0	0									137
1782	1782		3												138
1865	1857	13	7	105							(43)				139
1830	1848		14	90			37	32	26	20					140
1830	1808		15	36		25									141
1866	1840	2	8												142
1868	1867	3	10	35			30	10	24	16					143
1824	1821		26				95	93	69	73					144
1863	1864	3	19	195							(100)				145
1869	1873		18								(119)				146
1650	1638		62				258	232	236	232					147
1852	1855		14				17	20	21	17	10	10	5		148
1793	1793		21				90	65	60	65					149
1857	1857	3	11	122		9									150
1860	1860		16	144							(61)				151
1837	1841	0	47												152
1874	1874		19												153
1862			5												154
1855	1855	5	15	161	18	95	11	13	7	10	52	20	23	12	155
1866	1857	2	7	114			9	7	5	6	2	0	2	0	156
1833	1833		9	96			15	7	4	4	4	0	1	1	157
1859	1859	4	14				12	5	10	11	10	8	11	1	158
1857	1857	3	21	65		68									159
1854	1854		9	79			9	6	1	8	7	3	1	4	160
1874	1869		6	73											161
1868	1869	0	32	113	86		23	19	12	11	24	19	15	6	162

^a Also reported in table of military schools.

TABLE 39.—Statistics of universities and

	Post-office address.	Name.	President.
	1	2	3
163	Northfield, Minn.	Carleton College.....	Rev. James W. Strong, D. D.
164	Clinton, Miss.	Mississippi College.....	Rev. W. S. Webb, D. D.
165	Holly Springs, Miss.	Rust University.....	Rev. W. W. Hooper, A. M.
166	Oxford, Miss.	University of Mississippi.	Edward Mayes
167	Bolivar, Mo.	Southwest Baptist College	J. M. Leavitt, A. M.
168	Canton, Mo.	Christian University.....	J. H. Hardin
169	Cape Girardeau, Mo.	St. Vincent's College.....	Rev. P. McHale, C. M.
170	Columbia, Mo.	University of the State of Missouri.	Samuel Spahr Laws, A. M., M. D., LL. D.
171	Edinbrough, Mo.	Grand River College.....	Rev. J. T. Williams, A. M., D. D.
172	Fayette, Mo.	Central College.....	O. H. P. Corprow
173	Fulton, Mo.	Westminster College.....	Rev. Charles C. Hersman, D. D.
174	Glasgow, Mo.	Lewis College.....	M. L. Cnrl
175	Glasgow, Mo.	Pritchett School Institute	J. S. Kendall
176	La Grange, Mo.	La Grange College*	J. F. Cook, M. A., LL. D.
177	Liberty, Mo.	William Jewell College.....	James G. Clark, LL. D., chairman of faculty.
178	Morrisville, Mo.	Morrisville College.....	Rev. W. C. Godby, D. D.
179	St. Louis, Mo.	St. Louis University.....	Rev. H. Moeller, S. J.
180	St. Louis, Mo.	Washington University.....	M. S. Srow, acting chancellor
181	Springfield, Mo.	Drury College.....	Rev. Nathan J. Morrison, D. D.
182	Stewartsville, Mo.	Stewartsville College.....	Rev. W. O. H. Perry, A. M.
183	Warrenton, Mo.	Central Wesleyan College	Rev. H. A. Koch, D. D.
184	Deer Lodge, Mont.	The College of Montana.....	Rev. D. J. McMillan, D. D.
185	Central City, Nebr.	Nebraska Central College.....	J. B. Maxfield
186	Crete, Nebr.	Doane College.....	Rev. D. B. Perry, A. M.
187	Lincoln, Nebr.	University of Nebraska.....	Irving J. Manatt, PH. D., LL. D., chancellor.
188	Omaha, Nebr.	Creighton College.....	Rev. M. P. Dowling
189	Reno, Nev.	State University of Nevada	J. W. McCammon, principal
190	Hanover, N. H.	Dartmouth College.....	Rev. Samuel C. Bartlett, D. D., LL. D.
191	Newark, N. J.	St. Benedict's College.....	Rev. Aloysius Gorman, O. S. B.
192	New Brunswick, N. J.	Rutgers College.....	Merrill Edwards Gates, PH. D., LL. D.
193	Princeton, N. J.	College of New Jersey.....	James McCosh, D. D., L. H. D., LL. D.
194	Vineland, N. J.	College of the Sacred Heart	Rev. E. H. Porcile, S. F. M.
195	Allegany, N. Y.	St. Bonaventure's College.....	Father Joseph Butler
196	Annandale, N. Y.	St. Stephen's College.....	Rev. R. B. Fairbairn, D. D., LL. D., F. S. SC.
197	Aurora, N. Y.	Wells College.....	Rev. E. S. Frisbee, D. D.
198	Brooklyn, N. Y.	Brooklyn Collegiate and Polytechnic Institute.	D. H. Cochran, PH. D., LL. D.
199	Brooklyn, N. Y.	St. Francis College.....	Brother Jerome, O. S. F.
200	Buffalo, N. Y.	Canisins College.....	Rev. Theodore Van Rossum, S. S.
201	Canton, N. Y.	St. Lawrence University.....	Abalom Graves Gaines, D. D.
202	Clinton, N. Y.	Hamilton College.....	Rev. Henry Darling, D. D., LL. D.
203	Geneva, N. Y.	Hobart College.....	Eliphalet Nott Potter, S. T. D., LL. D.
204	Hamilton, N. Y.	Madison University.....	Rev. Ebenezer Dodge, D. D., LL. D.
205	Ithaca, N. Y.	Cornell University.....	Charles Kendall Adams, LL. D.
206	Le Roy, N. Y.	Ingham University.....	Rev. Wm. W. Totheroh
207	New York, N. Y.	College of St. Francis Xavier	Rev. John J. Murphy, S. J.
208	New York, N. Y.	College of the City of New York	Alex. S. Webb, LL. D.
209	New York, N. Y.	Columbia College.....	F. A. P. Barnard, S. T. D., LL. D., L. H. D.
210	New York, N. Y.	Manhattan College.....	Brother Justin
211	New York, N. Y.	University of the City of New York	Henry M. MacCracken, D. D., vice chancellor.
212	Poughkeepsie, N. Y.	Vassar College.....	James M. Taylor, D. D.
213	Rochester, N. Y.	University of Rochester.....	M. B. Anderson, LL. D.

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colleges for 1885-'86, &c.—PART I—Continued.

Date of charter.	Date of organization.	Whole number of faculty.		Students.													
		Instructors in preparatory department only.	Professors, instructors, and lecturers in collegiate department.	Preparatory.	In normal department.	In commercial department.	Collegiate department.										
							Classical.				Scientific.						
							First year.	Second year.	Third year.	Fourth year.	First year.	Second year.	Third year.	Fourth year.			
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
1866	1867	.....	12	136	.....	.....	19	11	7	3	2	3	11	2	163
1850	1850	2	5	36	.....	.....	40	20	10	6	40	25	13	10	164
1870	1868	3	6	75	193	.....	.....	.....	.....	.....	.....	.....	.....	.....	165
1844	1848	2	11	45	.....	.....	20	10	9	9	54	16	16	9	166
1879	1879	3	6	31	.....	.....	6	8	4	2	10	20	18	8	167
1852	1857	1	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	168
1843	1843	8	2	81	3	16	8	5	3	4	.....	.....	.....	.....	169
1839	1840	.....	39	.....	.....	.....	.....	.....	.....	.....	(154)	.....	.....	.....	170
1876	1845	1	3	53	.....	.....	.....	1	.....	.....	.....	20	1	.....	171
1855	1857	2	6	72	0	0	13	4	3	4	.....	4	1	4	172	
1833	1834	1	6	14	.....	.....	12	6	3	4	.....	20	17	1	173
1807	1867	1	8	25	13	29	1	1	.....	.....	.....	2	2	1	174
1866	1866	1	6	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	175
1859	1866	1	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	176
1849	1850	2	5	115	.....	.....	16	13	9	4	.....	.....	.....	.....	177
1873	1871	.....	5	122	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	178
1832	1829	3	17	95	.....	.....	.....	.....	.....	.....	(249)	.....	.....	.....	179
1853	1854	53	29	930	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	180
1873	1873	1	11	169	.....	.....	5	7	8	3	2	2	1	0	181
1879	1863	1	3	63	13	2	4	1	.....	.....	.....	21	3	.....	182
1864	1864	3	8	131	10	26	5	3	3	2	6	9	6	2	183		
1834	1833	2	8	3	21	.....	11	5	1	.....	.....	.....	.....	.....	184
1835	1835	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	185
1872	1872	.....	10	93	19	.....	8	2	4	2	12	5	2	4	186
1869	1871	2	16	.....	.....	.....	16	3	4	5	14	11	1	2	187
1879	1879	7	3	72	.....	.....	38	33	15	9	5	7	.....	.....	188
.....	1874	2	.....	51	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	189
1769	1770	.....	13	.....	.....	.....	.....	.....	.....	.....	(243)	.....	.....	.....	190
1831	1863	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	191
1770	1770	.....	17	.....	.....	.....	22	18	8	11	16	10	10	10	192
1743	1746	.....	39	.....	.....	.....	83	83	63	93	.....	.....	.....	.....	193
.....	1834	5	9	40	.....	20	24	22	14	.....	.....	.....	.....	.....	194
1875	1869	.....	16	25	.....	36	16	15	13	12	10	8	5	10	195
1860	1858	1	5	22	.....	.....	13	10	10	14	.....	.....	.....	.....	196
1863	1868	.....	15	.....	.....	.....	9	5	8	2	1	.....	.....	.....	197
1834	1835	26	14	615	0	13	.....	.....	.....	(43)	.....	.....	.....	70	193
1834	1859	20	25	405	.....	.....	.....	.....	.....	(21)	.....	.....	.....	.....	199
1833	1870	.....	24	132	.....	126	14	7	5	6	.....	.....	.....	.....	200
1856	1859	0	6	.....	.....	.....	6	2	3	2	16	11	11	12	201
1812	1812	.....	13	.....	.....	.....	48	43	52	42	.....	.....	.....	.....	202
1825	1824	.....	10	.....	.....	.....	8	8	7	3	11	.....	8	2	203
1845	1819	5	11	150	.....	.....	37	21	19	14	12	6	3	.....	204
1865	1868	.....	74	.....	.....	.....	239	162	97	84	.....	.....	.....	.....	205
1857	1835	1	8	76	.....	.....	2	5	.....	5	.....	.....	.....	.....	206
1861	1847	8	18	318	.....	.....	.....	.....	.....	(20)	.....	.....	.....	.....	207
1847	1849	.....	41	529	.....	.....	134	71	37	22	204	161	64	26	208
1787	1754	.....	50	.....	.....	.....	66	59	57	59	72	71	55	33	209
1863	1833	4	12	95	.....	20	27	22	20	27	5	6	10	10	210	
1831	1832	.....	15	.....	.....	.....	14	11	10	9	20	20	10	11	211
1861	1865	.....	21	50	.....	.....	52	33	36	30	.....	.....	.....	.....	212
1850	1850	.....	12	.....	.....	.....	32	34	22	18	6	5	2	2	213

TABLE 39.—Statistics of universities and

	Post-office address.	Name.	President.
	1	2	3
214	Schenectady, N. Y.	Union College	Hon. J. S. Landon, LL. D.
215	Suspension Bridge, N. Y.	Niagara University	Very Rev. P. V. Kavanagh, C. M.
216	Syracuse, N. Y.	Syracuse University	Rev. Charles N. Sims, D. D., LL. D., chancellor.
217	Chapel Hill, N. C.	University of North Carolina	Hon. Kemp P. Battle, LL. D.
218	Charlotte, N. C.	Biddle University	Rev. W. F. Johnson, D. D.
219	Davidson College, N. C.	Davidson College	Rev. Luther McKinnon, D. D.
220	Mount Pleasant, N. C.	North Carolina College	Rev. Geo. F. Shaeffer
221	Raleigh, N. C.	Shaw University	Rev. H. M. Tupper, D. D.
222	Rutherford, N. C.	Rutherford College *	Rev. Robert L. Abernethy, A. M., D. D.
223	Salisbury, N. C.	Livingston College *	Rev. Joseph C. Price, A. M.
224	Trinity College, N. C.	Trinity College	William T. Gannaway, A. M.
225	Wake Forest, N. C.	Wake Forest College	Chas. E. Taylor, B. LIT.
226	Akron, Ohio	Buchtel College	Rev. O. Coue, D. D.
227	Ashland, Ohio	Ashland College *	H. F. Hixson, A. M., PH. D.
228	Athens, Ohio	Ohio University	C. W. Super, A. M., PH. D.
229	Berea, Ohio	Baldwin University	William Kepler
230	Berea, Ohio	German Wallace College	Wm. Nast, D. D.
231	Brooklyn Village, Ohio	Calvin College	H. J. Ruetenik
232	Cincinnati, Ohio	St. Joseph's College	Rev. Jas. Rodgers, C. S. C.
233	Cincinnati, Ohio	St. Xavier College	Rev. E. A. Higgins
234	Cincinnati, Ohio	University of Cincinnati	Jacob D. Cox, A. M., LL. D.
235	Cleveland, Ohio	Adelbert College of Western Re- serve University	E. Bushnell
236	College Hill, Ohio	Belmont College	P. V. N. Myers, A. M.
237	Columbus, Ohio	Capital University	Rev. M. Loy, A. M.
238	Columbus, Ohio	Ohio State University	Wm. H. Scott
239	Delaware, Ohio	Ohio Wesleyan University	Rev. Charles H. Payne, D. D., LL. D.
240	Gambier, Ohio	Kenyon College	Rev. Wm. B. Bodine, D. D.
241	Granville, Ohio	Denison University	Galusha Anderson
242	Hiram, Ohio	Hiram College	G. H. Laughlin, A. M.
243	Marietta, Ohio	Marietta College	Hon. John Eaton, PH. D., LL. D.
244	Mount Union, Ohio	Mount Union College	O. N. Hartshorn, LL. D.
245	New Athens, Ohio	Franklin College	J. C. Black
246	New Concord, Ohio	Muskingum College	Rev. F. M. Spencer
247	Oberlin, Ohio	Oberlin College	Rev. James H. Fairchild
248	Oxford, Ohio	Miami University	R. W. McFarland
249	Rio Grande, Ohio	Rio Grande College	Albanus A. Moulton, A. M.
250	Scio, Ohio	Scio College	E. J. Marsh, A. M., B. D.
251	Springfield, Ohio	Wittenberg College	Rev. S. A. Ort, D. D.
252	Tiffin, Ohio	Heidelberg College	Rev. Geo. W. Williard, D. D.
253	Urbana, Ohio	Urbana University	Rev. Frank Sewall, A. M.
254	Westerville, Ohio	Otterbein University	Henry Garst
255	Wilberforce, Ohio	Wilberforce University	Rev. S. T. Mitchell, A. M.
256	Wilmington, Ohio	Wilmington College	James B. Unthank, M. S.
257	Wooster, Ohio	University of Wooster	Rev. Sylvester F. Scovel
258	Yellow Springs, Ohio	Antioch College	Rev. D. A. Long, A. M., D. D., LL. D.
259	Corvallis, Oreg.	Corvallis College	B. L. Arnold, A. M.
260	Eugene City, Oreg.	University of Oregon	J. W. Johnson, A. M.
261	Forest Grove, Oreg.	Pacific University and Tualatin Academy	Rev. J. F. Ellis, A. M., D. D.
262	McMinnville, Oreg.	McMinnville College	E. C. Anderson, D. D.
263	Monmouth, Oreg.	Christian College	D. T. Stanley, A. M.
264	Salem, Oreg.	Willamette University	Rev. Thomas Van Scoy, D. D.
265	Allegheny City, Pa.	Western University of Pennsyl- vania	M. B. Goff
266	Allentown, Pa.	Muhlenberg College	Rev. T. L. Seip, D. D.
267	Anville, Pa.	Lebanon Valley College	Rev. D. De Long, D. D.
268	Beatty, Pa.	St. Vincent's College	D. Block, A. M., O. S. B.

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colleges for 1885-'86, &c.—PART I—Continued.

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							Classical.				Scientific.						
							First year.	Second year.	Third year.	Fourth year.	First year.	Second year.	Third year.	Fourth year.			
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
1795	1795	.....	16	.....	.....	.....	10	10	9	10	18	17	8	13	214
1883	1856	11	11	52	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	215
1871	1870	.....	18	.....	.....	.....	25	31	19	17	27	15	15	7	216
1789	1795	0	16	0	.....	.....	47	28	27	25	6	7	2	3	217
1877	1867	7	5	95	.....	.....	10	8	3	9	.....	.....	.....	.....	218
1837	1837	.....	7	16	.....	.....	.....	.....	.....	.....	(92)	.....	.....	.....	219
1859	1854	3	3	26	.....	.....	23	6	4	.....	.....	.....	.....	.....	220
1875	1865	.....	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	221
1871	1871	1	8	250	.....	.....	.....	.....	.....	.....	(73)	.....	.....	.....	222
1885	1883	7	9	102	.....	.....	.....	.....	.....	.....	(17)	.....	.....	.....	223
1852	1852	2	6	51	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	224
1834	1834	.....	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	225
1870	1872	4	9	119	.....	.....	5	4	8	4	24	9	13	10	226
1878	1879	2	4	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	227
1804	1809	4	9	116	.....	.....	10	10	10	3	.....	.....	.....	.....	228
1856	1856	.....	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	229
1864	1864	1	5	37	.....	.....	5	4	4	5	5	7	3	4	230
.....	1873	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	231
1873	1871	3	8	.....	.....	.....	.....	.....	.....	.....	(218)	.....	.....	.....	232
1869	1831	10	10	97	.....	31	.....	.....	.....	.....	.....	.....	.....	.....	233
1870	1873	.....	15	.....	.....	.....	17	8	10	9	9	3	9	4	234
1826	1826	6	10	100	.....	.....	11	20	14	14	1	4	4	2	235
1846	1846	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	236
1850	1853	2	6	29	.....	.....	9	15	7	8	.....	.....	.....	.....	237
1871	1873	.....	25	141	.....	.....	9	8	11	6	13	9	5	2	238
1842	1842	.....	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	239
1824	1825	.....	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	240
1832	1831	.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	241
1867	1850	10	5	164	0	0	2	3	5	4	8	0	3	0	242		
1835	1835	2	7	97	0	0	7	13	10	15	4	4	5	13	243		
1858	1846	.....	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	244
.....	1825	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	245
1837	1837	.....	12	50	.....	.....	.....	.....	.....	.....	(55)	.....	.....	.....	246
1833	1833	11	13	241	.....	.....	.....	.....	.....	.....	(396)	.....	.....	.....	247
1809	1816	.....	7	31	.....	.....	12	7	.....	.....	.....	.....	.....	.....	248
1875	1876	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	249
1866	1859	2	4	18	.....	50	39	26	16	10	.....	.....	.....	.....	250
1845	1845	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	251
1851	1850	2	8	115	.....	.....	15	10	12	8	10	10	15	5	252
1850	1851	.....	4	13	.....	.....	.....	.....	.....	1	1	1	1	.....	253
1847	1847	2	9	80	.....	.....	8	15	8	6	9	6	5	1	254
1863	1863	.....	17	77	.....	.....	1	.....	1	7	8	2	4	.....	255
1875	1870	.....	7	68	.....	.....	.....	.....	.....	.....	(18)	.....	.....	.....	256
1806	1870	10	15	179	0	4	29	25	28	21	20	11	14	8	257		
1852	1853	.....	11	69	20	23	12	13	4	5	.....	.....	.....	.....	258
1868	1865	2	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	259
1876	1876	.....	8	158	.....	.....	.....	.....	.....	.....	(33)	.....	.....	.....	260
1854	1848	6	6	83	23	.....	1	2	2	2	8	4	1	.....	261
1858	1862	2	3	93	15	.....	.....	.....	.....	.....	(4)	.....	.....	.....	262
1865	1866	1	9	82	.....	.....	.....	.....	.....	.....	(1)	.....	(3)	.....	263
1853	1844	2	15	196	.....	.....	.....	.....	.....	.....	.....	(29)	.....	.....	264
1819	1819	4	16	132	.....	.....	4	2	2	2	17	15	6	4	265
1867	1867	2	8	63	.....	.....	15	12	13	16	.....	.....	.....	.....	266
1867	1866	2	8	31	22	0	8	2	5	1	6	5	2	0	267		
1870	1846	5	20	60	73	57	26	15	30	37	7	.....	.....	.....	268

TABLE 39.—Statistics of universities and

	Post-office address.	Name.	President.
	1	2	3
269	Beaver Falls, Pa	Geneva College	Rev. H. H. George, D. D.
270	Carlisle, Pa	Dickinson College	Rev. James A. McCauley, D. D., LL. D.
271	Chester, Pa	Pennsylvania Military Academy	Col. Theodore Hratt, A. M.
272	Easton, Pa	La Fayette College	Rev. Jas. H. M. Knox, D. D., LL. D.
273	Freeland, Pa. (Collegeville P. O.)	Ursinus College	J. H. A. Bomberger
274	Gettysburgh, Pa	Pennsylvania College	Rev. H. W. McKnight, D. D.
275	Greenville, Pa	Thiel College	H. W. Wroth, D. D.
276	Grove City, Pa	Grove City College	Isaac C. Ketter
277	Haverford College, Pa	Haverford College	Isaac Sharpless, dean
278	Jefferson, Pa	Monongahela College	C. S. James
279	Lancaster, Pa	Franklin and Marshall College	Rev. Thos. G. Appie, D. D., LL. D.
280	Lewisburgh, Pa	Bucknell University	David J. Hill, LL. D.
281	Lincoln University, Pa	Lincoln University	Rev. Isaac N. Kendall, D. D.
282	Meadville, Pa	Allegheny College	D. H. Wheeler, D. D., LL. D.
283	New Wilmington, Pa	Westminster College	R. G. Ferguson
284	Philadelphia, Pa. (1240 N. Broad street)	La Salle College	Brother Fabrician
285	Philadelphia, Pa	University of Pennsylvania	Wm. Pepper, M. D., LL. D., provost.
286	Pittsburgh, Pa	Catholic College of the Holy Ghost.*	H. W. Joseph Strub, president board of directors.
287	South Bethlehem, Pa	Lehigh University	Robert A. Lamberton, LL. D.
288	Swarthmore, Pa	Swarthmore College	Edward H. Magill, LL. D.
289	Villanova, Pa	Angustinian College of Villanova	Very Rev. J. A. Coleman, O. S. A.
290	Washington, Pa	Washington and Jefferson College	James D. Moffat, D. D.
291	Providence, R. I.	Brown University	Rev. Ezekiel Gilman Robinson, D. D., LL. D.
292	Charleston, S. C	College of Charleston	Henry E. Shepherd, A. M.
293	Columbia, S. C	Allen University	J. W. Morris
294	Columbia, S. C	South Carolina College	J. M. McBryde, LL. D.
295	Due West, S. C	Erskine College*	Rev. W. M. Grier, D. D.
296	Greenville, S. C	Farman University	Chas. Manly, D. D.
297	Newberry, S. C	Newberry College	Rev. G. W. Holland, PH. D.
298	Orangeburgh, S. C	Claflin University and South Carolina Agricultural College and Mechanics' Institute.	L. M. Dunton, D. D.
299	Spartanburgh, S. C	Wofford College	James H. Carlisle, A. M., LL. D.
300	Walhalla, S. C	Adger College	Marshal S. Stribling, sec
301	Athens, Tenn	Grant Memorial University*	John Fletcher Spence, S. T. D.
302	Bristol, Tenn	King College*	Rev. J. Albert Wallace, M. A.
303	Clarksville, Tenn	Southwestern Presbyterian University.	Jno. N. Waddel, D. D., LL. D.
304	Hiwassee College, Tenn.	Hiwassee College	Rev. J. H. Brunner, D. M., D. D.
305	Jackson, Tenn	Southwestern Baptist University.	Geo. W. Jarman, LL. D.
306	Knoxville, Tenn	University of Tennessee and State Agricultural and Mechanical College.	S. B. Crawford, chairman of faculty.
307	Lebanon, Tenn	Cumberland University	Nathan Green, LL. D., chancellor
308	McKenzie, Tenn	Bethel College	Rev. J. L. Dickens, A. M.
309	Maryville, Tenn	Maryville College	Rev. P. M. Bartlett, D. D.
310	Memphis, Tenn	Christian Brothers' College	Rev. Brother Maurelian
311	Mossy Creek, Tenn	Carson College	Rev. S. W. Tindell, A. M.
312	Nashville, Tenn	Central Tennessee College	Rev. John Braden, D. D.
313	Nashville, Tenn	Fisk University*	Rev. Erastus Milo Cravath, M. A.
314	Nashville, Tenn	Roger Williams University.	Rev. Wm. H. Stifer, D. D.
315	Nashville, Tenn	Vanderbilt University	L. C. Garland, chancellor
316	Sewanee, Tenn	University of the South	Telfair Hodgson, D. D.
317	Spenser, Tenn	Burritt College*	A. T. Seitz, A. M.

* From Report of the Commissioner of Education for year 1884-'85.

† These statistics are for the year 1884-'85. See also table of military schools.

colleges for 1885-'86, &c.—PART I—Continued.

Date of charter.	Date of organization.	Whole number of faculty.		Students.													
		Instructors in preparatory department only.	Professors, instructors, and lecturers in collegiate department.	Preparatory.	In normal department.	In commercial department.	Collegiate department.										
							Classical.				Scientific.						
							First year.	Second year.	Third year.	Fourth year.	First year.	Second year.	Third year.	Fourth year.			
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
1880	1849	.....	8	50	.....	20	13	9	8	7	.....	4	8	269
1783	1783	.....	9	.....	.....	.....	.....	.....	(110)	.....	.....	.....	.....	270
1832	1862	.....	11	15	.....	.....	.....	.....	.....	27	40	20	29	271
1826	1832	0	24	0	0	39	35	26	33	30	17	25	15	272			
1869	1870	6	8	91	7	8	5	6	2	8	5	5	5	273			
1822	1832	3	8	54	.....	29	20	21	24	3	1	.....	2	274	
1870	1870	.....	7	23	0	16	12	20	13	0	0	0	0	275		
1879	1876	4	5	40	28	105	38	12	12	18	12	15	7	276			
1833	1833	.....	14	0	0	5	17	8	12	.....	.....	.....	.....	277
1871	1871	.....	5	29	.....	2	2	2	1	7	3	.....	.....	278
1835	1853	2	8	17	0	16	31	19	17	.....	.....	.....	.....	279
1846	1848	6	9	49	.....	8	14	15	12	6	3	3	2	280		
1854	1857	6	9	23	.....	31	28	29	46	.....	.....	.....	.....	281
1817	1815	4	9	136	.....	40	24	13	30	.....	.....	.....	.....	282
1852	1852	.....	8	62	.....	.....	.....	.....	.....	.....	.....	.....	.....	283
1863	1867	11	10	161	.....	30	26	20	22	.....	.....	.....	.....	284
1755	1748	.....	39	.....	.....	25	41	27	28	(b)	(b)	(b)	(b)	285
1882	1878	2	14	160	.....	20	16	12	4	40	24	18	6	286		
1866	1866	.....	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	287
1864	1869	3	23	.....	.....	14	21	9	5	22	21	5	4	288	
1848	1842	.....	13	.....	.....	.....	.....	.....	(73)	.....	.....	.....	.....	289
1802	1802	3	8	63	.....	26	32	28	30	4	3	2	7	290		
1764	1765	.....	22	.....	.....	60	55	37	40	14	12	9	6	291
1784	1794	.....	5	.....	.....	16	3	6	3	.....	.....	.....	.....	292
1881	1880	.....	.....	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	293
1801	1805	.....	17	18	.....	30	36	30	14	5	8	3	3	294	
1841	1839	1	5	26	.....	15	20	6	7	3	4	2	0	295		
1859	1851	.....	.....	.....	.....	20	24	18	12	15	.....	11	.....	296
1856	1858	1	5	39	.....	16	14	4	4	.....	.....	.....	.....	297
1869	1869	6	7	410	.....	10	4	1	3	.....	.....	.....	.....	298
1851	1854	.....	8	32	.....	.....	.....	.....	.....	(72)	.....	.....	.....	299
1877	1877	1	2	66	.....	.....	.....	.....	.....	.....	.....	.....	.....	300
1867	1868	4	8	159	.....	15	9	7	3	27	16	11	10	301		
1868	1867	1	5	55	.....	.....	.....	.....	.....	(106)	.....	.....	.....	302
1870	1879	.....	12	0	0	6	.....	.....	.....	.....	.....	.....	.....	303
1850	1849	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	304
1874	1874	1	6	14	.....	35	28	15	6	.....	.....	.....	.....	305
1794	1807	3	37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	306
1842	1842	2	4	78	.....	18	14	20	8	.....	.....	.....	.....	307
1850	1847	1	11	95	26	25	.....	.....	.....	.....	.....	.....	.....	308
1842	1819	.....	10	69	.....	.....	12	6	3	3	2	5	3	309
1872	1871	8	12	110	.....	30	25	20	21	10	8	10	6	310		
1853	1850	1	4	157	0	0	9	4	8	4	1	1	0	311			
1866	1866	3	2	13	253	.....	6	3	0	3	0	0	0	312		
1867	1866	12	7	252	.....	8	11	3	15	1	0	.....	.....	313
1883	1864	2	8	214	.....	11	3	7	0	.....	.....	.....	.....	314
1873	1875	.....	67	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	315
1858	1867	7	18	137	.....	.....	.....	.....	.....	.....	.....	.....	.....	316
1850	1850	.....	8	112	.....	.....	.....	.....	.....	.....	.....	.....	.....	317

b See Table 44, Part II.

c Department of the University of South Carolina.

TABLE 39.—Statistics of universities and

Post-office address.	Name.	President.
1	2	3
318 Tusculum, Tenn.....	Greenville and Tusculum College.	Rev. Jere Moore, A. M
319 Austin, Tex	University of Texas.....	Leslie Waggener, M. A., LL. D. chairman of faculty.
320 Georgetown, Tex.....	Southwestern University.....	J. W. Heidt, D. D
321 Independence, Tex.....	Baylor University*.....	Rev. Reddin Andrews, A. M
322 Salado, Tex	Salado College.....	S. J. Jones
323 Sherman, Tex	Austin College*.....	Rev. D. McGregor
324 Tehuacana, Tex.....	Trinity University.....	L. A. Johnson, president <i>pro tem</i>
325 Salt Lake City, Utah.....	University of Deseret	John R. Park, M. D
326 Burlington, Vt	University of Vermont and State Agricultural College.	Matthew Henry Buckham, D. D
327 Middlebury, Vt	Middlebury College*.....	Rev. Cyrus Hamlin, D. D., LL. D
328 Ashland, Va	Randolph Macon College	W. W. Smith, A. M
329 Emory, Va	Emory and Henry College*.....	Thos. W. Jordan, M. A
330 Hampden Sidney Col- lege, Va.	Hampden Sidney College.....	Rev. Richard McIlwaine, D. D
331 Lexington, Va	Washington and Lee University..	Gen. G. W. C. Lee
332 Richmond, Va	Richmond College	C. H. Ryland, sec
333 Salem, Va.....	Roanoke College.....	Julius D. Dreher, M. A., PH. D
334 University of Virginia, Va.	University of Virginia.....	Chas. S. Venable, chairman of faculty.
335 Bethany, W. Va	Bethany College*.....	W. K. Pendleton, LL. D
336 Morgantown, W. Va	West Virginia University	E. M. Turner, A. M
337 Appleton, Wis	Lawrence University	Rev. Bradford P. Raymond, PH. D., D. D.
338 Beloit, Wis	Beloit College	Edward Dwight Eaton.....
339 Galesville, Wis	Galesville University	J. Irwin Smith, D. D
340 Madison, Wis	University of Wisconsin	John Bascom, D. D., LL. D
341 Milton, Wis	Milton College	Rev. Wm. C. Whitford, A. M., D. D
342 Racine, Wis	Racine College	Rev. A. Z. Gray, S. T. D
343 Ripon, Wis	Ripon College	E. H. Merrell, D. D
344 Watertown, Wis	Northwestern University	Rev. Augustus F. Ernst
345 Seattle, Wash.....	University of Washington Terri- tory.*	L. J. Powell, A. M
346 Walla Walla, Wash.....	Whitman College.....	A. J. Anderson, A. M., PH. D

* From Report of the Commissioner of Education for year 1884-'85.

colleges for 1855-'86, &c.—PART I—Continued.

Date of charter.	Date of organization.	Whole number of faculty.		Students.													
		Instructors in preparatory department only.	Professors, instructors, and lecturers in collegiate department.	Preparatory.	In normal department.	In commercial department.	Collegiate department.										
							Classical.				Scientific.						
							First year.	Second year.	Third year.	Fourth year.	First year.	Second year.	Third year.	Fourth year.			
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
1794	1794	0	7	80			6	2	1	0	4	6	4	318			
1881	1883		15	34							(62)			319			
1875	1873	4	13	142										320			
1845	1846	3	6	63					3	1				321			
1860	1860	2	3	180			25	20	3		20	30	4	322			
1849	1850		3	10							(30)			323			
1870	1869	3	12											324			
1850	1850		11		40									325			
{1791	{1800		14				20	26	19	6	26	24	12	9	326		
{1865	{1865																
1800	1800	0		0			12	11	6	8				327			
1830	1832		8											328			
1839	1838	3	8	75			15	10	18	10				329			
1783	1775		6				21	26	30	15				330			
1782	1749		14											331			
1840	1832		8	0	0	0								332			
1853	1853		9	48			33	16	10	12			9	6	333		
1818	1825		18											334			
1840	1841	1	6	17							(60)			335			
1867	1867	2	11	90										336			
1849	1847		11	107		52	5	2	3	6	10	7	14	14	337		
1846	1847	2	12	135			8	9	14	12	7	3	4	4	338		
1854	1860	1	5	52			3	1			1	1		339			
1843	1848		37				36	30	20	29	32	30	23	17	340		
1867	1844	6	5	182			17	14	9		22	15		341			
1852	1852	9	8	100				(10)				(20)		342			
1851	1863		13	183	0	0	3		2		7		4	3	343		
1864	1865	1	6	48	57		18	7	4	5				344			
1861	1862	1	13	68				3	2	1				345			
1883	1866	7	10	153			7	1	3	2	4	3	2	346			

TABLE 39.—Statistics of universities and

	Name.	Collegiate department.			Whole number of students in all departments mentioned or in equivalent schools or courses.		Number of endowed professorships.		Number of State scholarships.	Number of other scholarships.	Number of years in collegiate course.
		Special or optional students.	Whole number of students in collegiate department.	Number of graduate students.	Male.	Female.	Number of endowed professorships.	Number of fellowships.			
		19	20	21	22	23	24	25	26	27	28
1	Southern University.....				169		0	0	0	2	4
2	Howard College.....		85		105		0	0	0	0	4
3	University of Alabama.....	63	219	0	219		0	0	193	0	4
4	Arkansas College.....		81		75		42	51		2	3
5	Arkansas Industrial University.....	12	67	5	(317)		0	0	1,000	0	4
6	Little Rock University ^a		16		(88)						4
7	Philander Smith College.....		11		(234)						4
8	College of St. Augustine.....				48						
9	University of California.....	67	232	11	243						4
10	Pierce Christian College.....	6	43	0	63	43	0	0	0	0	4
11	St. Vincent's College.....		104		104						
12	University of Southern California.....	15	44		(95)						4
13	Napa College.....	20	85			221					4
14	St. Ignatius College.....		141	0	400		0	0	0	0	4
15	University of the Pacific.....	8	58	0	151	90					3-1
16	Santa Clara College.....	0	173	2	204	0					5
17	Pacific Methodist College.....		80		50	29	0	0	0	0	
18	San Joaquin Valley College.....		27		53	32					4
19	Hesperian College.....		75		56	38					4
20	University of Colorado.....		20	10	65	55					4
21	Colorado College.....	13	31		41	14					4
22	University of Denver.....		11	31	(230)						4
23	Trinity College.....	8	104		104		4			52	4
24	Wesleyan University.....	4	191	2	180	13	10	1	0	1	4
25	Yale College.....	6	576	56	632		13	3			4
26	University of North Dakota.....	14	14		49						4
27	Pierre University.....	7	16	1	21	19	0	0	0	1	4
28	University of Dakota.....		12	0	(195)						4
29	Delaware College.....	14	41	0	33	8	0	0	30	2	4
30	Columbian University.....		107		(193)						4
31	Gonzaga College.....		100		136						
32	Howard University.....		28		174	48	0	0	0	0	4
33	National Deaf-Mute College.....	1	43	0	54						5
34	Georgetown College.....			10	197						4
35	University of Florida ^a		65		109						5
36	University of Georgia.....		191		191		10				4
37	Atlanta University.....	0	18	0	142	149	0	0	53	6	4
38	Clark University.....		6		164	88					4
39	Bowdon College.....	30	54	0	(159)		0	0	0	0	4
40	Mercer University.....		147		(170)						4
41	Pio Nono College.....				35						
42	Emory College.....		175		247						4
43	Hedding College.....	5	25		(96)						4
44	Illinois Wesleyan University.....	105	242	19	(432)		3				4
45	St. Viateur's College.....		137		305						7
46	Carthage College.....		41	6	62	31					4
47	St. Ignatius College.....		44		274						4
48	Eureka College.....	72	172	2	143	105	0	0	0	0	4
49	Northwestern University.....	90	165		(412)		3	0	0	367	4
50	Ewing College.....				109	40					4
51	German-English College.....	22	29		90	30	0	0	0	0	4
52	Knox College.....	22	165	9	(327)						4
53	Lombard University.....	5	37		(127)						4
54	Illinois College.....		65		(160)						6
55	Lake Forest University.....	15	64		(116)					11	4
56	McKendree College.....	44	100	4	73	31				1	4
57	Lincoln University.....		47		100	74					4
58	Monmouth College.....		50	150	(249)						4
59	Northwestern College.....				231	74					4
60	Chaddock College.....		30	20	(107)						4
61	St. Francis Solanus College.....		56		139						6

* From Report of the Commissioner of Education for year 1884-'85. a Preparatory and collegiate.

b Partially.

c For the last two years.

colleges for 1885-'86, &c.—PART II.

29	30	31	32	33	34	35	36	37	38	39	
Annual charge for tuition.	Average cost of board and lodging per annum.	Number of volumes in college library.	Number of volumes in students' 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.	Receipts from all other sources for the year.	Religious denomination of institution.	
\$50	\$165				\$1,000	\$500		0		Meth...	1
40-80	134	2,000	1,000	\$50,000	15,000	0	\$7,000	0	0	Baptist	2
40	130	2,000	800	300,000	302,000	24,080	2,500	0	\$25,000	Non-sect	3
35	120	600	250	10,000	5,000	500	1,500		300	Pres.	4
30	12	3,000	250	175,000	130,000	10,400	1,700	\$39,800	0	Non-sect	5
45	100	500		80,000			1,600			M. E.	6
10	\$80-160			\$10,500						M. E.	7
230-400		3,500		48,000						P. E.	8
180-300		2,000								Non-sect	9
45-50	140	30	100	15,000	15,000	1,200	3,800	0	0	Christ'n.	10
50	230			45,000	90,000				144,000	R. C.	11
200				50,000					20,001	M. E.	12
50	300	500	300	600,000			3,046			M. E.	13
54	200	10,000	700	150,000	33,000	2,500	12,500	0	7,550	R. C.	14
359		12,000	2,000	150,000			53,589	0	0	M. E.	15
60	180-200	400	450	25,000			4,400	3,900	6,300	R. C.	16
50		600		15,000						M. E. So.	17
26-60	160-200	400								U. B. I. C	18
0		2,100		60,000	50,000	3,500		22,000	3,500	Christ'n.	19
35	180-300	6,000								Non-sect	20
40-100	325									Non-sect	21
100	167	27,000			275,000	18,000	10,692			M. E.	22
75	180	34,750		500,600	667,196	84,810	1,582	0	15,931	Epis.	23
140	283	130,000								M. E.	24
0	150	1,600		75,000						Non-sect	25
24-36	85	2,000		40,000						Non-sect	26
0	100	1,100		90,000	250,000			30,000		Pres.	27
60	213		4,000	70,000	83,000	4,980		8,000		Non-sect	28
50-90										Non-sect	29
40										Non-sect	30
	83	7,000		400,000	173,000	10,000		24,500	50,825	R. C.	31
(150)		3,100								Non-sect	32
(300)		30,000								R. C.	33
20-30	160	1,500		15,000	45,700	2,600	700	700		Non-sect	34
	122	20,000	5,000					2,500		Non-sect	35
8-16	85	6,000	0	200,000	27,250	1,245	1,537	8,000	25,088	Non-sect	36
9	80	6,000		250,000						Non-sect	37
5-15	80	370	564	3,000	0	0		0	1,731	M. E.	38
60	90-180									Non-sect	39
120				40,000			3,000			Baptist	40
50-60	108-162	3,700								R. C.	41
50	120-160	1,500	1,000	60,000	7,000	300	2,000		1,500	M. E. So.	42
39	150	5,000		100,000	70,000	5,000	8,500			M. E.	43
(175)										M. E.	44
32	100	3,000	1,500	40,000	22,000	1,500	2,800			R. C.	45
40		12,550		219,100			8,107			Luth.	46
39	130	5,000	0	50,000	45,000	2,500	6,250	0	1,500	R. C.	47
27-45	72-216	26,000		1,615,249	811,667	23,242	18,543	0	56,168	Christ'n.	48
30	98	800	2,000	10,000	1,500	32				M. E.	49
29	100			10,000	8,000	650	2,400		350	Baptist	50
45	140-200	6,600								M. E.	51
13-33	100-160	5,000		300,000	56,000	8,000	5,000		10,000	Non-sect	52
36-45	108-165	9,000	4,000	125,000	140,000	9,500	5,000			Univ.	53
40	80-160	5,000								Non-sect	54
24	108	6,500	1,000	50,000	20,000	1,600				Pres.	55
20	138	1,724	900	100,000	69,000	5,000	10,000		16,000	M. E.	56
30	104-160	2,000								C. Pres.	57
18	125-140			55,000	100,000	8,000	5,000			U. Pres.	58
40	127									Evang.	59
30	150	2,235		50,542			\$16,083		18,092	M. E.	60
										R. C.	61

d Cost of college building.

e Including board.

f Includes receipts from board, &c.

TABLE 39.—Statistics of universities and

	Name.	Collegiate department.		Number of graduates students.	Whole number of students in all departments mentioned or in equivalent schools or courses.		Number of endowed professorships.		Number of State scholarships.	Number of other scholarships.	Number of years in collegiate course.
		Special or optional students.	Whole number of students in collegiate department.		Male.	Female.	Number of fellowships.				
	1	19	20	21	22	23	24	25	26	27	28
62	Angustana College	6	87	.....	167	3	0	0	0	0	4
63	St. Joseph's Diocesan College .....	.....	102	.....	144	.....	0	0	0	0	6
64	Shurtleff College	4	23	.....	85	41	25	.....	.....	20	4
65	University of Illinois .....	.....	.....	.....	(b)	.....	.....	.....	.....	.....	.....
66	Westfield College	4	22	.....	(95)	.....	21	0	0	100	4
67	Wheaton College	15	69	.....	(194)	.....	.....	.....	.....	.....	4
68	The Indiana University	14	196	6	192	91	0	0	0	0	4
69	Wabash College	14	95	4	168	.....	.....	.....	26	10	4
70	Concordia College .....	.....	134	.....	166	.....	.....	.....	.....	.....	6
71	Franklin College	62	102	.....	107	89	.....	.....	.....	.....	4
72	De Pauw University	15	210	13	(630)	.....	27	.....	.....	.....	4
73	Hanover College .....	.....	96	2	118	37	1	.....	.....	.....	4
74	Hartsville College .....	.....	40	.....	(123)	.....	.....	.....	.....	.....	4
75	Butler University	21	108	3	125	56	2	.....	.....	.....	4
76	Union Christian College	3	30	.....	(123)	.....	.....	.....	.....	.....	4
77	Moore's Hill College	4	75	9	(125)	.....	6	.....	.....	.....	4
78	University of Notre Dame .....	.....	158	27	485	.....	0	0	0	0	4
79	Earlham College .....	.....	111	0	122	114	0	0	0	0	4
80	Ridgeville College .....	.....	13	.....	67	38	.....	.....	.....	25	4
81	St. Meinrad's College .....	.....	46	.....	(58)	.....	.....	.....	.....	.....	6
82	Amity College .....	.....	43	1	(243)	.....	.....	.....	.....	.....	4
83	Griswold College	2	22	.....	39	95	2	0	0	2	4
84	Norwegian Luther College .....	.....	51	0	131	.....	0	0	0	0	4
85	Drake University .....	.....	412	1	433	.....	3	.....	.....	.....	4
86	St. Joseph's College* .....	.....	40	.....	70	.....	.....	.....	.....	1	6
87	Parson's College	14	70	.....	102	53	0	0	0	9	4
88	Upper Iowa University	25	57	.....	(318)	.....	2	.....	.....	.....	4
89	Iowa College	101	187	.....	(379)	.....	24	0	0	24	4
90	Lenox College	5	102	2	83	103	0	0	0	0	4
91	Simpson College	25	85	.....	166	135	3	.....	.....	.....	4
92	State University of Iowa	20	236	.....	180	76	0	0	1	0	4
93	German College	35	47	4	74	10	1	.....	.....	.....	4
94	Iowa Wesleyan University	40	104	1	(191)	.....	.....	.....	.....	.....	4
95	Cornell College	170	248	.....	(497)	.....	.....	.....	.....	13	4
96	Oskaloosa College	13	39	.....	133	99	.....	.....	.....	.....	4
97	Penn College	7	69	.....	(148)	.....	.....	.....	.....	.....	4
98	Central University of Iowa .....	.....	23	6	58	53	24	0	0	0	4
99	Tabor College	44	78	.....	104	119	3	0	0	4	4
100	Western College	0	60	22	(259)	.....	3	0	0	26	4
101	St. Benedict's College	39	101	4	105	.....	.....	.....	.....	1	4
102	Baker University	49	126	.....	256	170	.....	.....	.....	.....	4
103	College of Emporia .....	.....	11	.....	43	36	.....	.....	.....	.....	4
104	Highland University .....	.....	74	.....	60	48	1	.....	.....	.....	4
105	University of Kansas .....	.....	157	14	206	108	.....	.....	.....	.....	4
106	Lane University	39	69	.....	72	66	.....	.....	.....	.....	4
107	Ottawa University	3	11	.....	105	50	0	0	0	.....	4
108	St. Mary's College .....	.....	288	.....	288	.....	.....	.....	.....	.....	4
109	Washburn College	39	61	1	131	107	.....	.....	.....	16	4
110	St. Joseph's College* .....	.....	100	.....	100	.....	.....	.....	.....	.....	6
111	Berea College	1	30	.....	(389)	.....	.....	.....	.....	.....	4
112	Ogden College	10	54	5	108	0	1	0	0	60	4
113	Centre College	3	83	.....	193	.....	1	0	0	18	4
114	Kentucky Military Institute	9	100	10	110	.....	0	0	0	0	3
115	Georgetown College .....	.....	101	.....	115	.....	1	.....	.....	.....	4
116	South Kentucky College* .....	.....	8	.....	168	.....	.....	.....	.....	.....	3-4
117	Kentucky University .....	.....	165	.....	448	.....	.....	.....	.....	.....	5
118	Kentucky Wesleyan College .....	.....	95	.....	95	.....	.....	.....	.....	.....	4
119	Central University .....	.....	140	2	173	.....	3	.....	.....	31	4
120	Bethel College .....	.....	127	.....	127	.....	4	0	0	0	6
121	St. Mary's College .....	.....	31	11	127	.....	0	0	0	0	5

* From Report of the Commissioner of Education for year 1884-85. a Partially. b See Table 43.

colleges for 1885-'86, &c.—PART II—Continued.

Annual charge for tuition.	Average cost of board and lodging per annum.	Number of volumes in college library.	Number of volumes in students' 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.	Receipts from all other sources for the year.	Religious denomination of institution.
29	30	31	32	33	34	35	36	37	38	39
\$36 (150)	\$80	7,480	200	\$90,000	0	0	\$5,355	0	\$49,000	E. Luth. 62
30-51	160	7,447	300	30,000			16,000	0	6,000	R. C. 63
		7,447	(b)	42,055	\$70,150	\$4,418	3,019			Baptist 64
27	98	2,500	300	45,000	10,000	500	1,100	0	6,100	U. B. in C 65
30	96-120	2,000		40,000	40,000				6,000	Non-sect 67
0		7,500		150,000	180,000	3,000		\$23,000	3,000	Non-sect 68
21-30	80-200	26,000								Pres 69
21-24	126	5,000		46,000	105,000	7,600	4,000			Luth 70
0	90	15,000	2,000	250,000	300,000	24,000	0	0	6,000	Baptist 71
0	100-150	7,000								M. E. 72
24	140	1,100		20,000	15,000	1,000	1,000			U. B. in C 74
30	150	4,000	1,000	100,000	175,000	12,000	4,000			Christ'n. 75
24	54	1,200		40,000	57,900	3,095	1,361			Christ'n. 76
e24, 30	108	500	500	30,000	15,000	1,000	2,400		300	M. E. 77
(300)		25,000		600,000				0		R. C. 78
e50, 65	150	3,000	2,500	60,000	60,000	4,604	8,500	0	2,000	Friends. 79
20	72	250		25,000	23,000	1,500	450			Baptist 80
30	150	2,000	1,000	200,000						R. C. 81
18-24	107	900		30,000	30,000	2,700	1,400			Non-sect 82
(388)		7,500	500	200,000	98,000	5,000		0	27,000	P. Epis 83
0	70	4,500	1,000	110,000	6,250	375	700	0		Luth 84
30	114	2,000	100	60,000	58,000	4,000	5,500			Christ'n. 85
d197		2,000		50,000			10,000			R. C. 86
38	160			50,000	36,000	2,500	3,300	0		Pres 87
33	81	4,850	1,000	50,000	18,000	1,080	5,500			M. E. 88
31	160	12,000	1,500	135,000				0		Cong 89
24-30	105	700	1,550	15,000	15,000	900	3,811	0		Pres 90
30	110	2,000		30,000	37,000	2,500	5,400			M. E. 91
10-25	126	14,000	0	400,000	213,178	16,406	9,637	54,000	0	Non-sect 92
21	72	600	50	15,000	20,000	1,200	300			M. E. 93
18-36	100-200									M. E. 94
32-36	70-140	6,000								M. E. 95
30	105	2,000	300	40,000	11,000	700	2,000		3,500	Christ'n. 96
34	99	1,900	400	35,000			3,500		6,000	Friends. 97
27	115	1,000		30,000	25,000	1,800		0		Baptist 98
30	115	5,000	0	44,000	40,000	3,200	3,700		13,000	Cong 99
21	56-111	3,000		100,000	70,000	3,200	3,700		13,152	U. B. in C 100
40	160	5,500	1,200							R. C. 101
15	108	2,000	500	100,000	4,000	280	5,500		5,780	M. E. 102
36	126	500		100,000	25,000	1,750	2,200			Pres 103
25-39	150	5,000	300	22,000	21,000	1,500	1,800			Pres 104
0	160	7,100								Non-sect 105
17				40,000	15,000					U. B. 106
25-30	150	1,000	0	116,614	12,000	1,600	2,000	0	0	Baptist 107
(180)		2,000								R. C. 108
33	150	5,000		200,000	100,000	8,000	5,000		28,000	Cong 109
40	160	800		50,000			12,000	0	0	R. C. 110
6-9	75	4,000		130,000	80,000	5,000				Non sect 111
f0	120	1,000	75	30,000	135,000	8,000	750			Non-sect 112
40	102-180	5,470	3,500	90,500	187,063	12,075	1,069	0	0	Pres 113
100	200	5,000	1,200	125,000	0	0	6,000	0	0	Non-sect 114
50	100-160	8,000	2,000	50,000	125,000					Baptist 115
33-50	160									Christ'n 116
2		13,200	1,888	130,000	206,364	13,377			2,260	Dis. of C 117
40	125	1,000	1,200	20,000	31,000			0		M. E. S. 118
e5	160	7,000	1,000	100,000	130,000	6,000	5,000		2,000	Pres 119
55	130	3,000	3,000	75,000	70,000	4,000	4,500	0		Baptist 120
200	160	2,000		3,000	0	0	16,000	0	17,000	R. C. 121

e Preparatory and collegiate. d Includes board. e Seven partially. f \$30 for students from States other than Kentucky.

TABLE 39.—Statistics of universities and

	Name.	Collegiate department.			Whole number of students in all departments mentioned or in equivalent schools or courses.		Number of endowed professorships.		Number of State scholarships.	Number of other scholarships.	Number of years in collegiate course.
		Special or optional students.	Whole number of students in collegiate department.	Number of graduate students.	Male.	Female.	Number of fellows.	Number of fellowships.			
	1	19	20	21	22	23	24	25	26	27	28
122	Louisiana State University and Agricultural and Mechanical College.		95		95		0	0			4
123	Jefferson College (St. Mary's).....				(115)						
124	St. Charles College.....	3	78		85		0	0	0	0	6
125	Centenary College of Louisiana*.....		51		84		0				4
126	Keachi College.....		150		200						4
127	College of the Immaculate Conception.	37	109		320						4
128	New Orleans University*.....		19		(190)						4
129	Southern University*.....				109	151					4
130	Straight University.....		65		(455)		0	0	0	0	4
131	The Tulane University of Louisiana.	2	59	4	291		0	0	138	20	4
132	Thatcher Institute.....		75		75						4
133	Bowdoin College.....	1	137		137	0	9	0	0	49	4
134	Bates College.....	8	147		120	27			10	18	4
135	Colby University.....		119		99	20	10			70	4
136	St. John's College.....	2	42		77		0	0	26	0	4
137	Johns Hopkins University.....		130	184	314	0		20		60	3
138	Washington College.....									20	4
139	Rock Hill College*.....	10	53		153						4
140	St. Charles's College.....		115	0	205		0	0	0		4
141	Mt. St. Mary's College.....		50		111		0	0	0	0	4
142	New Windsor College and Windsor Female College.				52	50					4
143	Western Maryland College.....		89		73	42	0	0	26	11	4
144	Amherst College.....	22	352	3	355		8	1	3	173	4
145	Boston College*.....	10	110		305					60	4
146	Boston University (College of Liberal Arts).	30	149	15	(164)					66	4
147	Harvard College.....	110	1,068	72	1,140				(109)		4
148	Tufts College.....	9	109	6	115		2		3	31	4
149	Williams College.....		280	1	281		9		3	30	4
150	Adrian College.....		54		(185)						4
151	Albion College*.....	4	65	2	(211)		4				4
152	University of Michigan.....		596		461	135	0	0	0	0	4
153	Battle Creek College.....			3	220	184	0	0	0	0	4
154	Grand Traverse College.....				18	23					4
155	Hillsdale College.....	101	249	4	352	175	9	4	0	400	4
156	Hope College.....	0	31		(145)						4
157	Kalamazoo College.....	12	48		87	57	1			2	4
158	Olivet College.....	39	107	0	(107)		4	0	0	2	4
159	St. John's University.....		83	2	216						6
160	Hamline University*.....	8	47	0	(126)					4	4
161	Angsburgh Seminary, Greek Department.*				73						4
162	University of Minnesota.....	50	179	25	317	86	0	0	0	0	4
163	Carleton College.....	95	158	2	118	173	0	0	0	0	4
164	Mississippi College.....		169	5	210		0	0	0	0	4
165	Rust University.....		6	0	142	132	1	0	0	0	4
166	University of Mississippi.....		143	14	186	16	0	0	0	4	5
167	Southwest Baptist College.....	21	97	0	86	42	0	0	0	0	4
168	Christian University.....				62	35	1	0	0	0	4
169	St. Vincent's College.....		20		120						5
170	University of the State of Missouri.		454		355	69					4
171	Grand River College.....	30	52		54	51					4
172	Central College.....		34	0	(106)		2	1	0		4
173	Westminster College.....	43	115		129					2	4
174	Lewis College.....	5	14		56	25					4

* From Report of the Commissioner of Education for year 1884-'85.

a Incidental fees.

colleges for 1885-'86, &c.—PART II—Continued.

29	30	31	32	33	34	35	36	37	38	39
Annual charge for tuition.	Average cost of board and lodging per annum.	Number of volumes in college library.	Number of volumes in students' 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.	Receipts from all other sources for the year.	Religious denomination of institution.
0	\$180	18,805	.....	.....	\$318,313	\$13,244	.....	\$7,250	.....	Non-sect 122
\$50	200	8,000	500	\$50,000	.....	.....	\$16,000	0	0	R. C. 123
40-60	2,000	2,000	.....	80,000	.....	.....	.....	.....	.....	R. C. 124
25-50	123	200	.....	20,000	.....	.....	.....	.....	.....	M. E. So. 125
60	.....	.....	.....	.....	.....	.....	.....	0	.....	Baptist . 126
.....	.....	.....	.....	.....	.....	.....	.....	0	.....	R. C. 127
a 9	100	4,500	.....	20,000	0	0	0	0	0	M. E. 128
0	.....	100	.....	0,250	.....	.....	.....	10,000	.....	Non-sect 129
8	83	400	.....	75,000	.....	.....	2,400	0	.....	Non-sect 130
50	290	20,000	.....	224,514	1,938,657	70,000	11,321	0	.....	Non-sect 131
70	144-162	250	.....	12,000	.....	.....	.....	.....	.....	Non-sect 132
75	125	37,500	.....	.....	345,325	19,266	13,071	0	.....	Cong. 133
36	120	8,920	1,600	150,000	157,000	10,050	4,000	.....	\$3,000	Free B't 134
45	102	20,500	8,600	140,000	320,115	18,478	4,322	0	1,650	Baptist . 135
75-80	200	6,000	1,000	122,000	0	0	4,002	8,200	0	Non-sect 136
100	.....	29,000	0	644,738	3,000,000	203,214	17,674	0	0	Non-sect 137
40-60	160	2,000	.....	.....	.....	.....	.....	.....	.....	Non-sect 138
60	200	6,300	.....	.....	.....	.....	.....	.....	.....	R. C. 139
.....	.....	9,400	800	.....	.....	.....	.....	0	.....	R. C. 140
5200	.....	10,000	3,000	150,000	.....	.....	.....	0	30,000	R. C. 141
42	200	3,000	.....	50,000	.....	.....	.....	.....	.....	Pres. 142
30	170	1,000	1,500	40,000	0	0	2,000	5,200	12,000	M. P. 143
100	160	40,000	5,000	500,000	650,000	33,000	30,000	.....	.....	Cong. 144
60	.....	12,000	.....	300,000	0	0	10,600	0	60,000	R. C. 145
100	144-270	.....	.....	.....	.....	.....	.....	.....	.....	M. E. 146
150	317	304,860	.....	.....	5,190,772	260,303	.....	.....	.....	Non-sect 147
100	165	22,600	.....	200,000	700,000	50,000	10,185	.....	.....	Univ. 148
99	220	24,000	9,000	.....	525,000	33,810	21,166	.....	5,048	Non-sect 149
27	90	3,500	1,500	128,000	80,000	5,000	.....	.....	13,000	M. P. 150
0	100	4,643	.....	100,000	170,000	11,480	6,266	.....	.....	M. E. 151
.....	156	60,201	2,500	948,000	544,152	29,581	64,076	51,500	55,141	Non-sect 152
30	90	1,300	0	70,000	0	0	4,285	0	13,077	Seventh 153
15	115	550	.....	5,000	12,000	500	200	.....	.....	Day Ad 154
0	130	8,000	.....	150,000	129,000	7,500	.....	.....	10,000	Cong. 154
15	90	0,462	.....	45,000	105,000	6,857	2,056	.....	5,005	Free Bap 155
26	120	3,450	1,200	100,000	115,171	4,059	2,064	.....	.....	Ref'd Ch 156
21-30	90	13,250	1,000	135,000	100,170	9,227	5,125	0	4,638	Baptist . 157
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Co g. and 158
(200)	.....	9,500	.....	300,000	.....	.....	.....	0	.....	Pres. 158
30	100	3,500	.....	100,000	90,000	4,431	3,635	.....	.....	R. C. 159
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	M. E. 160
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Luther'n 161
5	140	20,500	0	650,000	800,000	35,000	0	35,000	.....	Non-sect 162
24	140	7,250	600	185,769	144,567	10,520	7,990	0	25,637	Cong. 163
40-60	10	2,000	3,500	5,000	5,000	600	4,000	0	3,100	Baptist . 164
9	80	.....	.....	60,000	.....	.....	921	.....	.....	M. E. 165
0	144	10,000	0	200,000	544,061	32,643	550	32,643	1,870	Non-sect 166
39	99	500	120	49,000	.....	.....	2,500	.....	.....	Baptist . 167
43	120	.....	1,000	75,000	10,000	400	3,000	0	500	Christ'n. 168
(200)	.....	8,000	1,200	.....	.....	.....	.....	.....	.....	R. C. 169
.....	90-180	14,520	.....	.....	.....	.....	.....	.....	.....	Non-sect 170
36	90	350	.....	16,000	2,700	200	1,700	.....	.....	Baptist . 171
40,50	120	4,061	0	100,000	110,000	8,800	2,500	0	.....	M. E. So. 172
0	100-140	5,000	.....	.....	.....	.....	.....	.....	.....	Pres. 173
c25,30	76	5,069	.....	100,000	8,000	480	2,000	.....	5,000	M. E. 174

b This includes board.

c Preparatory and collegiate.

TABLE 39.—Statistics of universities and

Name.	Collegiate department.			Whole number of students in all departments mentioned or in equivalent schools or courses.		Number of endowed professorships.	Number of fellowships.	Number of State scholarships ^a .	Number of other scholarships.	Number of years in collegiate course.
	Special or optional students.	Whole number of students in collegiate departments.	Number of graduate students.	Male.	Female.					
1	19	20	21	22	23	24	25	26	27	28
175 Pritchett School Institute			2	44	45	3	0	0	15	3
176 La Grange College*				(105)						
177 William Jewell College	13	55		170						4
178 Morrisville College				122						
179 St. Louis University		249		344						6
180 Washington University		80		643	370	64			30	4
181 Drury College	3	30	0	(199)		2	0	0	14	4
182 Stewartsville College		28		60	46					4
183 Central Wesleyan College	44	80		167	80	2	4			4
184 The College of Montana	21	38		(62)		0	0	0	1	4
185 Nebraska Central College				(88)						
186 Doane College	27	66		104	74	2	0	0	5	4
187 University of Nebraska	70	126		(126)						4
188 Creighton College		107		(179)		0	0	0	0	6
189 State University of Nevada				18	33					
190 Dartmouth College		249	1	250					66	4
191 St. Benedict's College				83						5
192 Rutgers College	11	116	4	120				40		4
193 College of New Jersey		342	58	400			7	0	64	4
194 College of the Sacred Heart		60	0	120		0	0	0	0	4
195 St. Bonaventure's College	5	94		155		0				6
196 St. Stephen's College		47	1	70		0	0	0	37	4
197 Wells College	6	32	1		33	0	0	0	0	4
198 Brooklyn Collegiate and Polytechnic Institute	49	167	6	801		0	0	0	0	4
199 St. Francis College	44	65		470						4
200 Canisius College		32		290						4
201 St. Lawrence University	2	65	10	48	27	2	0	0	20	4
202 Hamilton College		185		185		9			21	4
203 Hobart College	19	66	1	67					49	4
204 Madison University	3	120		270		16			20	4
205 Cornell University	22	604	34	(688)		2	8	512	36	4
206 Ingham University	90	102	18		196	0	0	0	1	4
207 College of St. Francis Xavier		80		398					37	
208 College of the City of New York	69	728		1,257	13	1	14	0	19	5
209 Columbia College	71	543	23	553	13	1	14	0	19	4
210 Manhattan College	0	127	0	251	0	0	0	0	0	4
211 University of the City of New York		105	0	105	0		2			4
212 Vassar College	35	186	2		238	2				4
213 University of Rochester	38	159		159		4	2		68	4
214 Union College	20	115		115						4
215 Niagara University		58		110		0	0	0	4	4
216 Syracuse University	173	329		153	176	2	0	0	20	4
217 University of North Carolina	36	181	6	187		0	0	96	4	4
218 Biddle University		30		125						4
219 Davidson College	7	99		115					5	4
220 North Carolina College		33		59						4
221 Shaw University					172					4
222 Rutherford College ^a		73		(323)		0	0	0	0	
223 Livingston College*		17		(119)						4
224 Trinity College		95		146						4
225 Wake Forest College			2	184		2	0	0	0	3-5
226 Buchtal College	9	86		99	106	5			51	4
227 Ashland College*				100		0			25	4
228 Ohio University		33		(149)				88		4
229 Baldwin University				16	22					4
230 German Wallace College	8	45		(82)		0	0	0		4
231 Calvin College				33	8					4
232 St. Joseph's College		218		218						6
233 St. Xavier College		165		293		0	0	0	0	4

* From Report of the Commissioner of Education for year 1884-'85.

^a High school and collegiate.^b Two partially.^c Preparatory and collegiate.

colleges for 1885-'86, &c.—PART II—Continued.

29	30	31	32	33	34	35	36	37	38	39	
\$20-50	\$120	.....	.....	\$30,000	\$51,000	\$3,900	\$2,800	0	0	Non-sect	175
.....	90-120	1,600	.....	30,000	.....	.....	.....	.....	.....	Baptist	176
40	120	4,000	.....	50,000	125,000	9,000	2,800	.....	.....	Baptist	177
a35-40	95-100	600	.....	10,000	.....	.....	.....	.....	.....	M. E. So.	178
60	.....	25,000	.....	.....	.....	.....	.....	.....	.....	R. C.	179
100	300	8,000	.....	900,000	250,000	15,000	75,000	.....	.....	Non-sect	180
30-48	100	18,000	.....	200,000	82,000	6,833	3,600	.....	.....	Cong	181
40-50	120	300	.....	12,000	700	70	1,300	.....	.....	Non-sect	182
27	100	3,300	.....	45,000	29,000	2,300	5,800	.....	.....	Ger. M. E.	183
50	40	500	.....	58,000	.....	.....	2,500	.....	\$4,500	Pres	184
.....	.....	.....	.....	17,000	80,000	.....	.....	.....	.....	M. E.	185
e17-24	120	2,900	.....	85,000	33,000	3,000	2,000	.....	6,000	Cong	186
0	150	8,382	.....	.....	.....	.....	.....	d\$135,500	.....	.....	187
.....	220	4,410	702	120,000	148,000	10,500	0	0	12,000	R. C.	188
.....	.....	400	.....	20,000	110,520	24,951	.....	.....	.....	Non-sect	189
90	111-107	65,000	.....	.....	.....	.....	.....	.....	.....	Cong	190
30	.....	400	.....	.....	.....	.....	.....	.....	.....	R. C.	191
75	162	14,000	3,000	.....	566,000	34,828	2,431	6,960	12,000	Ref'm'd.	192
100	200	60,000	16,000	.....	.....	.....	.....	0	.....	Pres	193
20	180	1,500	500	60,000	0	0	.....	0	10,000	R. C.	194
200	205	5,960	500	205,000	.....	.....	31,686	.....	.....	R. C.	195
.....	225	6,000	1,200	175,000	0	0	225	0	21,000	P. E.	196
100	270	2,000	600	281,000	200,000	8,954	e22,651	.....	3,654	Non-sect	197
120	.....	2,250	0	164,309	32,875	2,412	88,597	377	90,956	Non-sect	198
60	240	3,000	.....	160,000	.....	.....	30,000	.....	.....	R. C.	199
40	200	12,500	2,000	.....	.....	.....	.....	.....	.....	R. C.	200
30	100-200	10,000	.....	100,000	50,000	3,070	1,060	0	6,386	Univ	201
75	126-210	20,000	.....	400,000	277,000	13,903	7,701	.....	6,942	Pres	202
25	120-180	8,000	.....	.....	.....	.....	.....	.....	.....	P. E.	203
50	100	17,020	200	200,000	550,000	35,000	5,000	.....	2,500	Baptist	204
75	250	60,000	.....	1,310,119	3,699,994	209,135	24,000	.....	14,136	Non-sect	205
36	124	3,000	.....	91,000	.....	.....	8,402	.....	14,000	Non-sect	206
16	.....	22,000	.....	.....	.....	.....	.....	.....	.....	R. C.	207
.....	.....	23,246	.....	252,700	56,500	.....	.....	f129,000	.....	Non-sect	208
150	74,000	.....	.....	2,100,000	4,500,000	227,290	30,020	0	114,592	Non-sect	209
60	250	15,000	1,000	100,000	0	0	13,250	0	87,425	R. C.	210
0	.....	.....	.....	200,000	430,000	28,000	.....	.....	30,000	Non-sect	211
100	400	15,000	.....	723,757	443,857	23,602	e110,633	.....	20,475	Non-sect	212
75	300	22,300	.....	441,146	434,095	22,507	10,464	0	5,425	Baptist	213
90	160	29,950	.....	500,000	.....	27,665	6,925	.....	2,425	Non-sect	214
(250)	.....	6,000	.....	230,000	.....	.....	e27,422	0	4,400	R. C.	215
60-100	180	10,422	.....	550,000	289,000	15,707	11,728	.....	19,552	M. E.	216
g85	120	8,500	15,000	250,000	130,000	7,800	6,300	27,500	300	Non-sect	217
.....	64	3,000	.....	60,000	.....	.....	.....	.....	.....	Pres	218
60	75-145	9,000	.....	150,000	180,000	.....	.....	.....	.....	Pres	219
30-40	100-150	921	700	15,000	.....	.....	1,400	.....	100	Luth	220
12	40	3,000	.....	200,000	.....	.....	7,000	.....	.....	Baptist	221
10-40	80-100	5,000	.....	5,000	0	0	.....	0	0	Non-sect	222
7	55	3,000	.....	20,000	.....	.....	.....	.....	.....	Non-sect	223
25-50	110-140	.....	.....	.....	.....	.....	.....	.....	.....	M. E. So	224
60	105	9,000	0	50,000	164,000	11,000	7,500	0	0	Baptist	225
24-40	160	3,500	2,500	150,000	300,000	9,168	3,253	.....	2,811	Univ	226
32	120	.....	.....	60,000	.....	.....	2,100	0	.....	Ger. Bap	227
34	100	6,600	.....	125,000	140,000	8,000	2,250	7,000	.....	Non-sect	228
22	.....	.....	.....	.....	.....	.....	.....	.....	.....	M. E.	229
6-12	100	5,000	.....	58,000	57,000	4,300	.....	0	10,500	M. E.	230
32	.....	2,000	.....	10,000	.....	.....	.....	.....	1,700	.....	231
30-60	.....	.....	.....	.....	.....	.....	.....	.....	.....	R. C.	232
60	.....	16,500	2,000	200,000	0	0	8,000	0	0	R. C.	233

d For last 2 years.

f City appropriation.

e Includes receipts for board.

g Includes room and attendance.

TABLE 39.—Statistics of universities and

	Name.	Collegiate department.			Whole number of students in all departments mentioned or in equivalent schools or courses.		Number of endowed professorships.	Number of fellowships.	Number of State scholarships.	Number of other scholarships.	Number of years in collegiate course.
		Special or optional students.	Whole number of students in collegiate department.	Number of graduate students.	Male.	Female.					
	1	19	20	21	22	23	24	25	26	27	28
234	University of Cincinnati.....	18	87	1	70	13					4
235	Adelbert College of Western Reserve University.....	7	77	...	150	27	4	0	0	40	4
236	Belmont College.....				7	15					
237	Capital University.....		39		68						4
238	Ohio State University.....	10	73	5	(219)		0	0	0	0	4
239	Ohio Wesleyan University.....				196	116					
240	Kenyon College.....				57						
241	Denison University.....				73						
242	Hiram College.....	1	26		103	87					4
243	Marietta College.....		71	0	163						4
244	Mt. Union College.....				76	15					
245	Franklin College.....				110						
246	Muskingum College.....	15	70		120						6
247	Oberlin College.....	291	687		(928)						4
248	Miami University.....		19		50		0	0	0	0	4
249	Rio Grande College.....				10	2					
250	Scioto College.....		91	5	100	64					4
251	Wittenberg College.....				80	8					
252	Heidelberg College.....	5	90		(205)					1,400	4
253	Urbana University.....		4		17		0	0	0	4	4
254	Otterbein University.....	3	61		94	47	5				4
255	Wilberforce University.....		23		(100)					20	4
256	Wilmington College.....	13	31		(99)						4
257	University of Wooster.....	29	185		(365)		5	0	0	33	4
258	Antioch College.....	48	82		114	80					4
259	Corvallis College.....				97						
260	University of Oregon.....		33		(191)						4
261	Pacific University and Tualatin Academy.....	2	22		74	54	1				3-4
262	McMinnville College.....		4		65	47					4
263	Christian College.....		4		40	46					4
264	Willamette University.....		29		112	113					4
265	Western University of Pennsylvania.....	8	60	5	197		2	0	0	0	4
266	Muhlenberg College.....		56		119		3			28	4
267	Lebanon Valley College.....	61	90	0	87	56	0	0	0	0	4
268	St. Vincent's College.....		115		305						4
269	Geneva College.....		60		(119)		1			28	4
270	Dickinson College.....		110		110						4
271	Pennsylvania Military Academy.....		116		131					36	
272	La Fayette College.....		222	25	247		5	0	0	0	4
273	Ursinus College.....	10	54		(152)		0	0	0	0	4
274	Pennsylvania College.....		100		154		4			38	4
275	Thiel College.....	0	61		72	12	3				4
276	Grove City College.....	274	439		(526)						4
277	Haverford College.....		94	0	94	0	1	0	0	20	4
278	Monongahela College.....		15		30	14					4
279	Franklin and Marshall College.....		83		100	0	1		0	20	4
280	Bucknell University.....	4	67		(116)		2	0	0	20	4
281	Lincoln University.....	16	150	0	173		6	0	0	18	4
282	Allegheny College.....	21	128		207	57	5	0	0	0	4
283	Westminster College.....	20	131		193						4
284	La Salle College.....	3	101	0	262						4
285	University of Pennsylvania.....	e28	149		149				2	76	4
286	Catholic College of the Holy Ghost*	20	160		320						4
287	Lehigh University.....	16	41	10	60					2	4
288	Swarthmore College.....	22	123	0	63	60	0	0	0	10	4
289	Augustinian College of Villanova.....		73		73						4
290	Washington and Jefferson College.....	22	154		217		4				4
291	Brown University.....	10	243	2	245		3		35	75	4
292	College of Charleston.....		28		28						4

* From Report of the Commissioner of Education for year 1881-'85.

a Non-residents.

colleges for 1885-'86, &c.—PART II—Continued.

29	30	31	32	33	34	35	36	37	38	39	
Annual charge for tuition.	Average cost of board and lodging per annum.	Number of volumes in college library.	Number of volumes in students' 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.	Receipts from all other sources for the year.	Religious denomination of institution.	
a\$60				\$200,000	\$500,000	\$30,000	\$600		\$8,000	Non-sect	234
30	\$155	10,000		300,000	600,000	36,000	4,500		46,731	Non-sect	235
18		1,800		80,000					4,200	Non-sect	236
40	80	4,000	1,000	60,000			2,000			Luth	237
0	120-180	7,000		600,000	537,841	32,270	5,869	\$19,600	4,806	Non-sect	238
29		13,786		750,000					33,000	M. E.	239
100		20,000		542,000					3,604	P. E.	240
39		15,000		500,000					18,000	Baptist	241
30	90	2,000	2,000	50,000	50,000	3,500	3,000			Disciple	242
43	100	23,000	11,000	303,000						Non-sect	243
23		6,650		518,000						Non-sect	244
45		400		20,000					800	Non-sect	245
24-30	80-100									U. Pres.	246
10	110-140	20,000								Cong	247
45	150	8,000	1,800	200,000	50,000	4,000	2,000	22,250	6,000	Non-sect	248
28		500		120,000					4,500	P. W. B.	249
30	70	1,000		25,000						M. E.	250
39		9,000		350,000					10,000	E. Luth	251
24	140			60,000	80,000	4,800	1,200		5,000	Reform	252
60	156	4,000		30,000	50,000	3,500	350	0	200	Sweden	253
30	200	2,600	3,000	55,000	75,000	5,500	2,500			U. B. in C	254
14-20	53-87	4,000								Af. M. E	255
39	140-200	1,000								Friends	256
45	125	10,000	0	250,000	130,000	10,000	12,000	0	3,000	Pres	257
38	75	6,000								Non-sect	258
				10,000						M. E. So.	259
30-40	120-200	2,600		77,000	210,000	9,000	4,000	5,000		Non-sect	260
30-45	100-160	5,900		30,000	86,000	8,000	2,500			Indep	261
				80,000						Baptist	262
				14,000						Christi	263
11-13	100-120	2,500		60,000	27,000	2,250	7,000			U. B.	264
80	160	3,700	600	5,300	236,883	16,843	8,900		540	Non-sect	265
50	100	3,000	5,000	80,000	116,000	6,960	1,894		12,544	Luth	266
40	146	2,325	1,025	50,000	10,000	500	3,437		5,479	U. B.	267
60	130	24,500							19,569	R. C.	268
36	125	1,200		50,000	100,000		3,600	0	9,000	Pres	269
	110-140	29,777								M. E.	270
	240	1,200		100,000						Non-sect	271
45-75	175	20,000	4,500	600,000	272,303	13,585	5,513	0	11,038	Pres	272
48	140	8,000	1,500	30,000					0	R. Ger.	273
50	80-120	9,200	13,200	110,000	125,000	7,000	5,500	0	1,650	E. Luth	274
40	93	5,000	1,000	50,000	60,000					E. Luth	275
30	150	2,000		30,000			8,100			Non-sect	276
150	350	11,254	4,758	200,000	180,000	9,482	35,550	0		Friends	277
27	94	325	120	30,000	0	0	496		1,062	Baptist	278
39	137	5,000	14,000	250,000	117,869	7,223	850	0	20,000	Reform	279
50	130	9,000	1,450	135,850	200,000	12,000		0	0	Baptist	280
25	95	9,000		160,000	155,000	9,000	325	0	20,000	Pres	281
	150	12,000	1,800	150,000	150,000	9,000		0		M. E.	282
24	110-160									Pres	283
80		7,639	3,587	115,000				17,390	23,874	R. C.	284
100-200	150-210									Non-sect	285
				100,000				7,000		R. C.	286
0	250	63,000		1,000,000	2,000,000					P. E.	287
200	450	9,074	2,560							Friends	288
(125)										R. C.	289
24	125	5,000	5,000	150,000	250,146	15,236	0		6,706	Pres	290
100	200	65,183		600,000	767,104	41,938	25,944	0	493	P. E.	291
					300,000	12,000	100		2,500	Non-sect	292

a Twenty-one of these students are in Wharton School of Finance and Economy.
 b Includes receipts for board.

TABLE 39.—Statistics of universities and

Name.	Collegiate department.		Number of graduate students.	Whole number of students in all departments mentioned or in equivalent schools or courses.		Number of endowed professorships.	Number of fellowships.	Number of State scholarships.	Number of other scholarships.	Number of years in collegiate course.
	Special or optional students.	Whole number of students in collegiate department.		Male.	Female.					
1	19	20	21	22	23	24	25	26	27	28
293 Allen University				(180)						4
294 South Carolina College	42	171	18	(207)		0	8		6	4
295 Erskine College*		57		83						4
296 Furman University		100		100		0	0	0	0	4
297 Newberry College		38	0	77					4	4
298 Claflin University and South Carolina Agricultural College and Mechanics' Institute.		18		271	157					4
299 Wofford College		72		104						4
300 Adger College				66		0	0	0	0	4
301 Grant Memorial University*	3	101		(260)					7	4
302 King College*		106		(161)		2	0	0	0	4
303 Southwestern Presbyterian University.		106		109		6	0	0	6	4
304 Hiwassee College				102						4
305 Southwestern Baptist University		84		98						5
306 University of Tennessee and State Agricultural and Mechanical College.			5	390	0	0	0	366	366	4
307 Cumberland University		61	2	141		1				4
308 Bethel College			0	114	81	0	0	0	0	4
309 Maryville College	180	222		200	91					4
310 Christian Brothers' College		100		240						4
311 Carson College	0	31		188	0	1	0	0	0	4
312 Central Tennessee College		13	0	164	115	0	0	0	0	4
313 Fisk University*	1	39	4	(295)		0	0		6	4
314 Roger Williams University		21	0	(235)		0	0	22	0	4
315 Vanderbilt University				(553)						4
316 University of the South		135		272		0	0	0	29	4
317 Burritt College*				(112)		0				4
318 Greeneville and Tusculum College	4	27		77	30					4
319 University of Texas	44	106	4	(144)						4
320 Southwestern University		221		217	146	0	0	0	0	3-4
321 Baylor University*	1	5	0	63		2	0	0	0	4
322 Salado College		102		135	147					3
323 Austin College*		30	0	40			0			4
324 Trinity University				(241)						4
325 University of Deseret			2	214	139					4
326 University of Vermont and State Agricultural College.	42	184		161	23	3	0	0	36	4
327 Middlebury College*	6	43		(43)					40	4
328 Randolph Macon College				110		4			10	4
329 Emory and Henry College*	12	65		140		0	0	0	0	4
330 Hampden Sidney College	19	111		111		0			21	4
331 Washington and Lee University		123	1	124		5	1	0	10	4
332 Richmond College		0		142	0	1			7	4
333 Roanoke College	23	109	0	157		0	0	0	20	4
334 University of Virginia		8		170	0	19	0	11	6	4
335 Bethany College*	3	63	0	(80)		0	0			4
336 West Virginia University				122						4
337 Lawrence University	26	87		145	101	2	0	0	600	4
338 Beloit College	2	63	0	198		6	0	0	33	4
339 Galesville University	1	9		44	17				3	4
340 University of Wisconsin	126	343	3	252	94	0	0	0	10	4
341 Milton College		79		134	127					4
342 Racine College		30		150		0	0	0	0	4
343 Ripon College	3	22		116	89	1				4
344 Northwestern University		34		139						4
345 University of Washington Territory.*		6	0	(74)		0	0	0	0	4
346 Whitman College		22	4	102	77	0	0	0	2	3-4

* From Report of the Commissioner of Education for year 1884-'85.

a Partially.

colleges for 1885-'86, &c.—PART II—Continued.

29	30	31	32	33	34	35	36	37	38	39	
Annual charge for tuition.	Average cost of board and lodging per annum.	Number of volumes in college library.	Number of volumes in students' 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.	Receipts from all other sources for the year.	Religious denomination of institution.	
\$8	\$44	50		\$3,000						Meth	293
0	99	27,500	2,000	318,000	\$95,500	\$5,700	0	\$17,500	\$2,500	Non-sect	294
20	100	2,500		40,000	75,000	4,800				A. R. P.	295
60	125			50,000	25,000	2,000	\$4,000	0	2,000	Baptist	296
50	106	5,800	1,200	30,000	10,000	700	2,000	0	4,300	Ev. Luth	297
3	50	1,400	50	60,000			673	5,700	12,000	M. E.	298
60	60-128	6,000								M. E. S.	299
10-40	100	600	400	5,000	13,000	1,073	70	0	165	Non-sect	300
15	80	2,250		45,000	3,000		2,000		7,000	M. E.	301
15-25	100	756		15,000	16,000	9,000	1,800	0	0	Pres	302
50	14-20	4,600	1,000	50,000	110,000	6,600	2,500	0	7,500	Pres	303
25-40	90									M. E. S.	304
56	120	4,000	1,575	50,000	55,000	3,000	3,500			Baptist	305
40	106	7,000	1,000	130,474	426,000	25,410	457	0	4,166	Non-sect	306
50	103	8,000		10,000	10,000	600	4,000			Cumb. P	307
50	100	800		15,000	0	0	4,000	0	0	Cumb. P	308
0	94	6,000	200	75,000	115,000	7,000	51,500		7,000	Pres	309
	250	10,000								R. C.	310
32	90	500	1,000	15,000	21,500	1,200	2,500	0	0	Baptist	311
9	70	1,700	0	65,000	10,000	500	1,700	0	6,000	M. E.	312
14	120	3,000		250,000	10,000	600	1,815	0	6,116	Cong	313
8	64	3,000	0	125,000	1,000	60	1,200	1,000	4,500	Baptist	314
50	130	1,300		500,000	900,000	63,000	18,000			M. E. S.	315
100	210	17,500	2,000	175,000	65,000	6,000	17,000			P. E.	316
15-20	100-120	1,000		20,000	0	0	3,600	0		Christ'n	317
22-24	80-90	6,000	2,000	19,700	2,166	135	1,333			Pres	318
e10	113-225	4,000		200,000	650,000	44,713				Non-sect	319
50	15			65,000						M. E. S.	320
30-50	120	2,500		35,000	30,000		1,600	0	0	Baptist	321
36	13	150		25,000			2,000	1,000		Non-sect	322
43	150	3,000		10,000			700			Pres	323
25-50	80-140				33,000					Cumb. P	324
40	140	3,600		70,000			6,674			Non-sect	325
45	183-261	35,000		350,000	120,416	6,716	4,754	0	18,696	Non-sect	326
45	80	16,000		100,000	130,000	9,000	300			Cong	327
75	205	5,000		60,000	75,000	4,500	7,000	0	3,000	M. E. S.	328
40-50	100	5,000		100,000	50,000	3,000	4,900	0	0	M. E. S.	329
60	130	3,000	7,000	60,000	110	6,000	2,200	0		Non-sect	330
50	108-189	16,050	2,300	190,000	529,844	31,202	4,427	0		Non-sect	331
70-80	100	9,000		300,000	125,000	8,000	5,650		12,000	Baptist	332
d40 e50	90-144	16,000	1,000	75,000	5,000	300	5,800	0	4,000	Ev. Luth	333
75	150	46,000		1,219,597	322,000	57,000	17,992	40,000	11,526	Non-sect	334
40	120			125,000	10,000			0		Christ'n	335
0	120	5,000	400	150,000	107,200	6,348	350	18,000		Non-sect	336
0	140	11,150		90,000	125,600	7,500	0		5,000	M. E.	337
d26 e36	80-200	13,500	1,200	120,000	180,000	14,400	3,950	0	2,500	Con. Pre	338
24	100	800		27,000			1,100			Pres	339
0	180	15,200	0	500,000	500,000	30,000	5,000	57,000	0	Non-sect	340
24-33	85	1,720	900	38,000	20,000	520	3,800		964	S. D. Bap	341
(400)		8,050		150,000			38,000			P. E.	342
24	78-110	5,700	750	75,000	140,000	10,000	1,125	0	33,000	Cong	343
30	100		200	50,000			1,000		7,000	Ev. Luth	344
44	100	2,000		100,000			3,000	3,000		Non-sect	345
d39 e45	180	2,000	0	35,000	8,425	900	4,658	0	700	Cong	346

b Includes receipts for board.

c Non-residents.

d Preparatory.

e Collegiate.

List of universities and colleges from which no information has been received.

Location.	Name.	Location.	Name.
Mobile, Ala.....	Spring Hill College.	Nebraska City, Nebr	Nebraska College.
San Francisco, Cal ..	St. Mary's College.	South Orange, N. J.	Seton Hall College.
Winter Park, Fla ...	Rollins College.	Alfred Centre, N. Y.	Alfred University.
Carlinville, Ill.....	Blackburn University.	Brooklyn, N. Y.....	St. John's College.
Chicago, Ill.....	University of Chicago.	Elmhurst, N. Y.....	Elmhurst Female College.
Terre Haute, Ind.....	St. Bonaventure's College.	Rodham, N. Y.....	St. John's College.
Des Moines, Iowa ...	University of Des Moines.	New York, N. Y.....	Rutgers Female College.
Eminence, Ky.....	Eminence College.	Weaverville, N. C ..	Weaverville College.
Murray, Ky.....	Murray Male and Female Institute and West Ken- tucky Normal School.	La Grande, Oreg ...	Blue Mountain Univer- sity.
New Liberty, Ky.....	Concord College.	Philomath, Oreg....	Philomath College.
North Middletown, Ky.	Kentucky Classical and Business College.	Loretto, Pa.....	St. Francis College.
Baltimore, Md.....	Baltimore City College.	Philadelphia, Pa....	St. Joseph's College.
Baltimore, Md.....	Loyola College.	Winchester, Tenn..	Winchester Normal.
Worcester, Mass.....	College of the Holy Cross.	Galveston, Tex.....	St. Mary's University.
St. Louis, Mo.....	College of the Christian Brothers.	Mansfield, Tex.....	Mansfield Male and Fe- male College.
Sedalia, Mo.....	Sedalia University.	Waco, Tex.....	Waco University.
		Flemington, W. Va.	West Virginia College.
		Sioux Falls, Dak....	Sioux Falls University.

Memoranda to Table 39.

Location.	Name.	Remarks.
Tuscaloosa, Ala.....	University of Alabama.....	Post-office changed to University.
Bronsborough, Ark....	Cane Hill College.....	Suspended for the present.
Irvington, Ill.....	Irvington College.....	Removed to Pana, Ill., and known as Pana Academy. (See Table 23.)
Greenwood, Mo.....	Lincoln College.....	Suspended until 1887.
Fullerton, Nebr.....	Nebraska Wesleyan Uni- versity.	Closed.
Elko, Nev.....	University of Nevada.....	Removed to Reno.
Salisbury, N. C.....	Zion Wesley College.....	Name changed to Livingston College.
Cincinnati, Ohio.....	Hebrew Union College.....	Transferred to Table 59, and students also classified with those of the University of Cincinnati.
Lewisburgh, Pa.....	University at Lewisburgh.	Name changed to Bucknell University.
Athens, Tenn.....	East Tennessee Wesleyan University.	Name changed to Grant Memorial University.
Waxahachie, Tex.....	Marvin College.....	Sold to the city and carried on as a combined public school and college.

SCHOOLS OF SCIENCE.

Table 43 presents the statistics of 48 schools of science endowed with the national land grant.

These report 527 instructors and 5,322 students, 417 of the former and 3,468 of the latter belonging to the regular course.

Table 44 presents the statistics of 42 schools of science not endowed with the land grant, having 447 instructors and 4,263 students; of the former 439 and of the latter 3,789 are reported in the regular course.

The extent to which the schools reported in Table 43 are fulfilling the leading purposes specified in the act of 1862, viz, the teaching of such branches of learning as are related to agriculture and the mechanic arts, is a question constantly recurring.

An especial effort was made during the year to ascertain the number of students in each of the schools engaged in the study of agriculture.

The result is set forth in the following table, collected from the most recent information:

TABLE 40.—Number of collegiate and agricultural students in the "colleges of agricultur and the mechanic arts."

States and Territories.	For the year—	Whole number of students.	Number study- ing agricult- ure.	Remarks.
Alabama	1885-'86	145	19	Courses taken by 3 lower classes not specified.
Arkansas	1884-'85	83	.....	Studies not specified.
California	1885-'86	243	5	
Colorado	1885-'86	69	7	All students pursue some agricultural branches apparently.
Connecticut	1885-'86	256	.....	Studies not specified.
Delaware	1883-'84	58	28	Agricultural and scientific students.
Florida .....	.....	.....	.....	No recent information.
Georgia	1885-'86	386	33	Including students in industrial chemistry; all at Athens, Ga.
Illinois	1885-'86	232	25	
Indiana	1885-'86	146	15	
Iowa	1883-'84	252	.....	Studies of students not specified.
Kansas	1885-'86	428	428	Including 127 women students.
Kentucky	1883-'84	216	.....	Studies not specified.
Louisiana	1883-'84	200	.....	Studies not specified.
Maine	1884-'85	92	.....	Studies not specified.
Maryland	1885-'86	43	.....	Studies not specified.
Michigan	1885-'86	295	255	
Minnesota	1884-'85	293	a1	
Mississippi	1885-'86	291	141	
Missouri	1885-'86	423	372	
Nebraska	1884-'85	101	101	
Nevada .....	.....	.....	.....	No recent information.
New Hampshire	1885-'86	50	50	
New Jersey .....	.....	.....	.....	No recent information.
New York	1884-'85	563	11	
North Carolina	1884-'85	229	20	
Ohio	1884-'85	323	15	
Oregon .....	.....	.....	.....	No recent information.
Pennsylvania	1885-'86	69	49	
Rhode Island	1885-'86	239	.....
South Carolina	1885-'86	594	110	
Tennessee	1884-'85	184	74	
Texas	1885-'86	142	46	
Virginia	1885-'86	163	19	
Virginia Agricultural and Mechanical College .....	.....	132	.....	Studies not specified.
Hampton, Va.	1884-'85	341	99	
West Virginia	1884-'85	107	27	Including students in chemistry and physics.
Wisconsin	1884-'85	116	9	
Total		7,803	2,072	

a Besides preparatory students.

The following statement shows the number of schools of science and departments of this class, with instructors and students, as reported to this Office each year from 1876 to 1886, inclusive (1883 omitted). These numbers include the national Military and Naval Academies :

	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.	1885.	1886.
Number of institutions	75	74	76	81	83	85	86	92	105	90
Number of instructors	703	781	809	884	933	1,019	1,082	1,178	1,282	974
Number of students	7,614	8,559	13,153	10,919	11,584	12,709	15,957	14,769	17,086	10,532

TABLE 41.—Summary of statistics of schools of science endowed with the national land grant.

States.	Number of schools.	Instructors.			Students.			Number of State scholarships.	Number of other free scholarships.	Libraries.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Property, income, &c.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.
		Preparatory.	Scientific.		Preparatory.	Regular course.	Other.			Male.	Female.						Number of volumes in college library.	Number of volumes in society library.
Alabama.....	1	1	12	30	115	3	148	0	0	2,000	500	\$150,000	\$253,000	\$20,280	\$2,700	\$8,878
Arkansas.....	1	(a)	(a)	(a)	(a)	(a)	(a)	1,000	0	(a)	(a)	(a)	(a)	(a)	(a)	(a)
California.....	1	1	10	30	37	20	46	41	0	1,000	0	61,521	14,000	2908	0	20,800
Colorado.....	1	0	34	0	223	33	256	0	23	6,000	(a)	(a)	(a)	47,750	26,285	(a)
Connecticut.....	1	0	(a)	0	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Delaware.....	1	5	43	43	(a)	(a)	43	0	(a)	500	(a)	50,000	154,000	9,225	10,000	10,000
Florida.....	1	9	27	403	284	8	503	184	0	3,000	0	60,000	242,202	9,225	6,384	2,000
Georgia.....	6	1	27	107	126	3	218	13	0	16,000	0	450,000	407,000	22,340	8,475	24,167
Illinois.....	1	3	10	156	123	13	204	94	184	3,500	0	350,000	350,000	17,000	0	24,000
Indiana.....	1	1	27	38	240	27	240	69	0	6,000	0	300,000	600,000	46,000	0	5,300
Iowa.....	1	1	18	423	5	301	127	(228)	400	6,136	0	207,678	434,364	38,555	0	13,100
Kansas.....	1	3	8	153	75	(a)	(a)	(a)	0	400	165,000	175,000	165,000	9,500	1,800	17,500
Kentucky.....	1	1	9	(a)	(a)	8	93	7	0	4,250	0	165,000	131,300	7,500	2,665	6,200
Maine.....	1	1	16	43	92	43	43	0	0	2,500	1,500	100,000	112,500	7,500	0	0
Maryland.....	1	7	92	38	517	207	776	16	23	11,440	0	1,040,000	540,000	31,500	123,400	15,265
Massachusetts.....	2	1	16	38	260	35	283	12	0	8,348	300	387,854	453,568	30,461	0	23,859
Michigan.....	1	1	(a)	(a)	(a)	(a)	(a)	(a)	0	0	0	(a)	(a)	(a)	0	(a)
Minnesota.....	1	2	6	17	184	48	614	17	0	3,336	0	263,402	212,150	10,608	260	37,821
Mississippi.....	2	1	16	309	8	48	48	0	0	3,254	0	50,000	72,000	3,600	570	7,500
Missouri.....	1	0	16	126	48	1	82	53	8	8,352	0	(a)	(a)	0	0	135,500
Nebraska.....	1	(a)	(a)	(a)	(a)	1	82	53	12	(a)	500	50,000	(a)	(a)	0	3,000
Nevada.....	1	0	10	0	51	2	53	0	40	(a)	(a)	(a)	(a)	4,800	0	0
New Hampshire.....	1	0	13	0	44	8	52	0	0	(a)	(a)	(a)	116,000	6,960	(a)	(a)
New Jersey.....	1	0	(a)	0	(a)	(a)	(a)	(a)	0	(a)	(a)	(a)	(a)	(a)	(a)	(a)
New York.....	1	0	(a)	0	(a)	(a)	(a)	(a)	0	(a)	(a)	(a)	(a)	(a)	(a)	(a)
North Carolina.....	1	0	(a)	0	(a)	(a)	(a)	(a)	60	3,000	600	10,000	77,000	6,000	1,500	2,500
Ohio.....	1	1	5	40	108	(a)	81	6	50	4,000	0	450,000	500,000	30,000	(a)	(a)
Oregon.....	1	3	13	62	69	(a)	(148)	(131)	0	0	0	0	0	0	0	0
Pennsylvania.....	1	5	7	(a)	(a)	(a)	(a)	(a)	34	0	0	0	0	0	0	0
Rhode Island.....	1	1	12	(a)	(a)	(a)	(a)	(a)	6	0	0	0	0	0	0	0
South Carolina.....	2	1	12	(a)	(a)	(a)	(a)	(a)	0	1,600	150	282,000	209,000	14,280	0	15,000
Tennessee.....	1	1	12	37	123	0	160	(a)	0	(a)	(a)	(a)	(a)	(a)	(a)	0
Texas.....	1	0	12	0	(a)	(a)	(a)	(a)	0	(a)	(a)	(a)	(a)	(a)	(a)	0
Vermont.....	1	0	(a)	0	(a)	(a)	(a)	(a)	0	(a)	(a)	(a)	(a)	(a)	(a)	0

Virginia	2	(65)	9	(672)	20	550	266	.....	6,000	.....	550,000	460,000	26,000	10,000
West Virginia	1	(a)	(a)	(a)	.....	.....	.....	.....	(a)	(a)	(a)	(a)	(a)	(a)
Wisconsin	1	0	53	0	9	62	.....	0	(a)	0	(a)	285,000	15,000	(a)
Total.....	48	(65)	417	(672)	442	(507)	906	1,833	101	3,970	5,182,455	5,908,784	405,507	383,390
		45	1,687	3,468	442	4,856	906	1,833	101	3,970	5,182,455	5,908,784	405,507	383,390

a Included in summary of universities and colleges (Table 38).

TABLE 42.—Summary of statistics of schools of science not endowed with the national land grant.

States.	Number of schools.	Instructors.			Students.			Number of other free scholarships.	Libraries.		Value of grounds, buildings, and apparatus.	Property, income, &c.				Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	
		Preparatory.	Scientific.	Preparatory.	Regular course.	Other.	Wholenumber.		Number of volumes in college library.	Number of volumes in society library.		Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.			
							Male.											Female.
California.....	2	2	7	34	71	20	10	13	300		\$30,000							
Colorado.....	2	6	18	14	32	14	32		1,100		20,000					\$7,000		
Connecticut.....	1	3	36	6	36	0	0	0	910		208,712				\$3,795	0		
Indiana.....	1	0	74	2	76	0	0	0	5,000	0	937,214				0	0		
Maryland.....	2	(a)	231	0	231	0	0	0	29,861		171,500				11,697	0		
Massachusetts.....	4	99	271	13	284	13	20	20	6,615	(a)	(a)				(a)	(a)		
Michigan.....	1	1	(a)		(a)				(a)									
Missouri.....	1	17	73		73				2,100		2,000				720			
New Hampshire.....	2	37	953	13	965	13			31,127		55,000				39,700	9,297,806		
New Jersey.....	7	105	659	31	681	31			(a)									
New York.....	7	0	42	4	46	4			47,300		350,000				7,151			
Pennsylvania.....	8	32	1,434	36	1,470	36	12	12	4,000		100,000				12,000			
South Carolina.....	1	7	113		113				1,000		40,000					1,500		
Virginia.....	1	9	31	0	36	0	30	30	4,000		1,000				11,495	40,000		
West Virginia.....	4	6	26	237	263	237	56	2	3,000		226,000				0	0		
Dakota.....	1	0	162	89	251	89	0	0	830		50,000				0	0		
District of Columbia.....	1	(a)	(a)		(a)													
Total.....	42	8	439	227	3,789	134	4,057	104	138,713	2,000	2,004,426	2,186,141	129,895	74,558	444,305			

a Included in summary of statistics of universities and colleges (Table 38). b Congressional appropriation.

TABLE 43.—Statistics of schools of science (mining, engineering, agriculture, manual training, &c.) endowed with the national land grant, for 1885-'86; from replies to inquiries by the United States Bureau of Education—PART I.

Post-office address.	Name.	President.	Date of organization.	Instructors.		Students.						
				Preparatory.	Collegiate.	Preparatory.	Total.	First year.	Second year.	Third year.	Fourth year.	Other.
1 Auburn, Ala.....	State Agricultural and Mechanical College.	Wm. Lo Roy Brown, M. A., LL. D.....	1872	1	12	30	115	51	35	14	15	3
2 Fayetteville, Ark.....	Arkansas Industrial University.....	Geo. M. Peckay, LL. D.....	1872	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
3 Berkeley, Cal.....	Colleges of Agriculture, Mechanics, Mining, Engineering, and Chemistry (University of California).	Edward S. Holden, A. M.....	1869	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
4 Fort Collins, Colo.....	State Agricultural College.....	Charles L. Ingersoll, M. S.....	1879	1	10	30	37	27	5	4	1	20
5 New Haven, Conn.....	Sheffield Scientific School of Yale University.	Rev. Timothy Dwight, D. D., LL. D.....	1817	0	31	0	223	93	66	61	0	33
6 Newark, Del.....	Agricultural department of Delaware College.	John H. Caldwell, A. M., D. D.....	1870	0	(a)	0	(a)	(a)	(a)	(a)	(a)	(a)
7 Lake City, Fla.....	State Agricultural College.	Alexander Q. Holladay.....	1881	5	(a)	43	(a)	(a)	(a)	(a)	(a)	(a)
8 Athens, Ga.....	Georgia State College of Agriculture and Mechanic Arts.	Rev. P. H. Mall, D. D., LL. D. (ex officio).	1872	0	10	0	(a)	(a)	(a)	(a)	(a)	(a)
9 Cuthbert, Ga.....	Southwest Georgia Agricultural College (University of Georgia).*	Benj. T. Hunter, A. M.....	1879	1	1	29	90	29	31	27	0	0
10 Dahlonega, Ga.....	North Georgia Agricultural College (University of Georgia).	Wm. S. Basinger.....	1873	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
11 Hamilton, Ga.....	West Georgia Agricultural and Mechanical College.	John H. Dozier, A. M.....	1882	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
12 Milledgeville, Ga.....	Middle Georgia Military and Agricultural College (University of Georgia).	Gen. D. H. Hill.....	1880	8	5	128	140	116	24	0	0	0
13 Thomasville, Ga.....	South Georgia College of Agriculture and the Mechanic Arts (University of Georgia).	L. S. MacSwain, A. M.....	1879	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)

* Reported with classical department. (See Table 39.)

* From Report of the Commissioner of Education for year 1881-'85.

TABLE 43.—Statistics of schools of science (mining, engineering, &c.) endowed with the national land grant, for 1885-'86, &c.—PART I—Continued.

Post-office address.	Name.	President.	Date of organization.	Instructors.		Students.						
				Preparatory.	Collegiate.	Preparatory.	Total.	First year.	Second year.	Third year.	Fourth year.	Other.
1	2	3	4	5	6	7	8	9	10	11	12	13
14 Urbana, Ill.	University of Illinois	Solin H. Peabody, Ph. D., LL. D.	1868	1	27	107	126	45	33	26	22	3
15 La Fayette, Ind.	Purdue University	James H. Stuart, A. M., LL. D.	1874	3	10	166	129	76	27	10	16	13
16 Ames, Iowa	Iowa Agricultural College	W. I. Chamberlain, A. M., LL. D.	1869	.....	27	38	240	103	61	48	28	27
17 Manhattan, Kans.	Kansas State Agricultural College	Geo. T. Fairchild, A. M.	1863	.....	18	.....	423	273	91	35	24	5
18 Lexington, Ky.	Agricultural and Mechanical College of Kentucky	James K. Patterson, Ph. D., F. R. H. S.	1865	3	8	153	75	.....	.....	.....	.....	.....
19 Baton Rouge, La.	Louisiana State University and Agricultural and Mechanical College	Col. D. F. Boyd.	1869	.....	(b)	.....	(b)	.....	.....	.....	.....	.....
20 Orono, Me.	Maine State College of Agriculture and the Mechanic Arts	M. C. Fernald, A. M., Ph. D.	1874 1868	.....	9	.....	92	24	28	22	18	8
21 Agricultural College, Md.	Maryland Agricultural College	Augustine J. Smith.	1859	.....	16	.....	43	.....	.....	.....	.....	.....
22 Amherst, Mass.	Massachusetts Agricultural College	Henry H. Goodell.	1867	.....	16	.....	107	27	21	23	30	10
23 Boston, Mass.	Massachusetts Institute of Technology	Francis A. Walker, Ph. D., LL. D.	1865	7	16	38	440	198	98	87	57	197
24 Agricultural College, Mich.	Michigan State Agricultural College	Edwin Whittis, M. A.	1857	.....	7	.....	260	144	59	24	53	35
25 Minneapolis, Minn.	College of Agriculture and Mechanic Arts (University of Minnesota).	Cyrus Northrop, LL. D.	1869	0	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
26 Agricultural College, Miss.	Agricultural and Mechanical College of the State of Mississippi.	Gen. Stephen D. Lee.	1880	6	11	227	140	70	40	18	12	48
27 Rodney, Miss.	Alcorn Agricultural and Mechanical College.	John H. Burrus, M. A.	1872	.....	6	172	44	23	11	8	2	0
28 Columbia, Mo.	Missouri Agricultural and Mechanical College (University of Missouri).	Samuel S. Laws, A. M., M. D., LL. D.	1870	.....	11	.....	(b)	(b)	(b)	(b)	(b)	(b)
29 Rolla, Mo.	Missouri School of Mines and Metallurgy (University of Missouri).	Charles E. Watt, C. E., M. E., director.	1871	.....	5	.....	48	.....	.....	.....	.....	.....
30 Lincoln, Nebr.	Industrial College of the University of Nebraska.	Irving J. Mannatt, Ph. D., LL. D., chancellor.	1871	.....	.....	126	8	.....	1	3	4	1
31 Reno, Nev.	University of Nevada	J. W. McCammon, principal.	1874	(b)	.....	(b)	(b)	23	.....	.....	.....	.....
32 Hanover, N. H.	New Hampshire College of Agriculture and the Mechanic Arts	G. W. Nesmith, LL. D.	1868	0	10	0	51	.....	15	7	6	2

TABLE 43.—Statistics of schools of science (mining, engineering, &c.) endowed with the national land grant, for 1885-'86, &c.—PART II.

Name.	Students.		Number of State scholarships.	Number of free scholarships.	Number of years in course of study.	Number of weeks in school year.	Annual charge to each student for tuition.	Libraries.		Property, income, &c.				
	Male.	Female.						21	22	23	24	25	26	27
1 State Agricultural and Mechanical College.....	148	.....	0	.....	4	40	0	2,000	500	\$150,000	\$253,500	\$20,280	\$2,760	\$3,878
2 Arkansas Industrial University.....	(b)	(b)	e1,000	.....	4	40	(d)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
3 Colleges of Agriculture, Mechanics, Mining, Engineer- ing, and Chemistry (University of California).....	46	41	0	0	4	36	0	1,000	(b)	61,521	(b)	(b)	0	20,800
4 State Agricultural College.....	256	0	23	0	3	37	\$150	6,000	(b)	(b)	647,750	26,285	0	(b)
5 Sheffield Scientific School of Yale University.....	(a)	(a)	(a)	.....	4	40	0	500	(b)	(b)	154,000	9,225	.....	10,000
6 Agricultural Department of Delaware College.....	43	0	.....	.....	4	36	f0	.....	.....	50,000	9,242,262	.....	.....	.....
7 State Agricultural College.....	(b)	(b)	.....	.....	4	36	0	.....	.....	.....	.....	.....	.....	.....
8 Georgia State College of Agriculture and Mechanic Arts of Georgia.....	119	.....	.....	.....	44	h10	.....	.....	.....	.....	.....	.....	1,575	2,000
9 North Georgia Agricultural College (University of Georgia).....	118	21	.....	.....	.....	.....	.....	.....	.....	50,000	.....	.....	899	.....
10 West Georgia Agricultural and Mechanical College.....	43	33	.....	.....	40	.....	.....	.....	.....	10,000	.....	.....	1,550	.....
11 Middle Georgia Military and Agricultural College (University of Georgia).....	138	130	.....	.....	42	0	.....	3,000	.....	.....	.....	.....	.....	.....
12 South Georgia College of Agriculture and the Me- chanic Arts (University of Georgia).....	85	.....	0	0	40	h10	.....	.....	.....	450,000	407,000	22,310	43,300	54,167
13 University of Illinois.....	218	18	0	0	4	36	0	16,060	0	359,000	340,000	17,000	8,475	24,000
14 Purdue University.....	204	94	184	0	4	38	0	3,500	0	360,000	600,000	46,000	0	5,300
15 Iowa Agricultural College.....	240	65	.....	.....	4	34	0	6,000	0	297,678	489,364	38,995	0	13,100
16 Kansas State Agricultural College.....	301	127	400	.....	4	37	0	6,156	0	.....	.....	.....	.....	.....
17 Agricultural and Mechanical College of Kentucky.....	(228)	.....	.....	.....	4	38	20	.....	400	175,000	165,000	9,900	1,860	17,500
18 Louisiana State University and Agricultural and Mechanical College.....	(b)	(b)	.....	.....	4	40	0	(b)	.....	(b)	(b)	(b)	(b)	(b)

20	Maine State College of Agriculture and the Mechanic Arts	93	7	0	0	4	36	30	4,250	1,500	165,000	131,300	7,500	2,665	6,200
21	Maryland Agricultural College	43	4	39	75	4	39	75	2,500	100,000	100,000	112,500	7,500	0	0
22	Massachusetts Agricultural College	117	0	80	11	4	36	80	5,440	250,000	240,000	240,000	10,500	0	10,000
23	Massachusetts Institute of Technology	659	16	0	12	4	36	200	6,000	0	760,000	300,000	21,000	123,400	5,265
24	Michigan State Agricultural College	283	12	0	0	4	36	0	8,348	300	387,851	435,568	30,461	0	23,859
25	College of Agriculture and Mechanic Arts (University of Minnesota)	(b)	(b)	(b)	(b)	4	33	0	(b)	0	(b)	(b)	(b)	0	(b)
26	Agricultural and Mechanical College of the State of Mississippi	410	5	0	0	4	36	0	2,336	203,402	98,575	98,575	4,929	26 0	22,500
27	Alcorn Agricultural and Mechanical College	204	12	0	0	4	39	£15	1,000	60,000	113,575	113,575	5,679	0	5,331
28	Missouri Agricultural and Mechanical College (University of Missouri)	(b)	(b)	(b)	(b)	36	£20	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
29	Minnesota School of Mines and Metallurgy (University of Minnesota)	48	0	0	0	3	40	20	3,254	(b)	50,000	72,000	3,600	570	7,500
30	Industrial College of the University of Nebraska	82	53	(b)	(b)	4	37	0	8,382	(b)	(b)	(b)	(b)	0	2195,500
31	University of Nevada	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
32	New Hampshire College of Agriculture and Mechanic Arts	53	12	22	4	37	£30	75	(b)	500	50,000	82,200	4,800	0	3,000
33	Rutgers Scientific School (Rutgers College)	52	40	(b)	(b)	4	36	75	(b)	(b)	(b)	116,000	6,950	(b)	(b)
34	Colleges of Engineering, Agriculture, Architecture, Mechanic Arts &c. (Cornell University)	(b)	(b)	(b)	(b)	4	36	£75	(b)	(b)	(b)	(b)	(b)	(b)	(b)
35	Agricultural and Mechanical College (University of North Carolina)	(b)	(b)	(b)	(b)	4	40	m85	(b)	(b)	(b)	(b)	(b)	(b)	(b)
36	Ohio State University	81	6	(b)	(b)	4	37	15	(b)	(b)	(b)	(b)	(b)	(b)	(b)
37	State Agricultural College*	(148)	60	4-6	40	18-15	3,000	0	0	0	10,000	77,000	6,000	1,500	2,500
38	Pennsylvania State College	(131)	50	4	38	0	4,000	(b)	(b)	(b)	450,000	500,000	30,000	(b)	(b)
39	Agricultural and scientific department of Brown University	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
40	South Carolina College of Agriculture and the Mechanic Arts (University of South Carolina)	(b)	34	6	4	38	0	0	(b)	(b)	(b)	(b)	(b)	0	(b)
41	Claidin University and South Carolina Agricultural College and Mechanics Institute	(b)	(b)	(b)	(b)	4	33	3	(b)	(b)	(b)	(b)	(b)	(b)	(b)
42	University of Tennessee and Agricultural and Mechanical College	(b)	(b)	(b)	(b)	4	40	40	(b)	(b)	(b)	(b)	(b)	(b)	(b)
43	State Agricultural and Mechanical College of Texas	160	0	0	3	39	0	1,600	150	282,000	209,000	14,280	0	0	15,000
44	University of Vermont and State Agricultural College	(b)	(b)	(b)	(b)	4	38	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
45	Virginia Agricultural and Mechanical College*	144	4	42	0	2,000	4	42	0	150,000	350,000	21,000	0	0	0
46	Hampton Normal and Agricultural Institute	406	266	0	3	36	0	4,000	(b)	(b)	400,000	110,000	5,000	(b)	10,000
47	Department of West Virginia University	(b)	(b)	(b)	(b)	40	0	0	(b)	(b)	(b)	(b)	(b)	(b)	(b)
48	College of Arts (University of Wisconsin)	62	0	0	4	38	0	0	(b)	(b)	286,000	286,000	15,000	(b)	(b)

* From Report of the Commissioner of Education for year 1884-'85.
 a Incidental fees.
 b Reported with classical department. (See Table 39.)
 c \$30 beneficiary and 400 normal appointments.
 d \$30 benefited non-beneficiary students.
 e Income from all sources except tuition.
 f \$20 to non-residents.

g Entire proceeds of the sale of land scrip, the income of which, \$16,954, is, by various acts of the Legislature, divided between the State college at Athens and the branches at Cuthbert, Dahlouega, Milledgeville and Thomasville.
 h Incidental fees; tuition is free.
 i Receipts from all sources.
 j This college takes the place of the College of Agriculture (Boston University). 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.
 k Free to students from State.
 l For two years.
 m Except to those receiving scholarships.

TABLE 44.—Statistics of schools and of collegiate departments of science (mining, engineering, agriculture, manual training, &c.) not endowed with the national land grant, for 1885-'86; from replies to inquiries by the United States Bureau of Education—PART I.

	Post-office address.	Name.	President.	Date of organization.	Instructors.		Students.						
					Preparatory.	Collegiate.	Preparatory.	Total.	First year.	Second year.	Third year.	Fourth year.	Other.
1	Ontario, Cal.	2	3	4	5	6	7	8	9	10	11	12	13
2	San Francisco, Cal. (24 Post street.)		A. Van der Nallen.	1862	2	5	34	48					20
3	Colorado Springs, Colo.		George H. Parsons, secretary.			(a)		(a)					
4	Golden, Colo.		Regis Chauvenet.	1874	6	3	3	18	10	4	3	1	14
5	Mansfield, Conn.		B. F. Koons, Ph.D., M.A.	1881	3	0	0	36	16	20	0	0	0
6	Brookings, Dak.		Lewis McLouth.	1884	0	9	102	89	54	35			1
7	Washington, D.C.		James C. Welling, LL.D.			(a)		(a)					
8	Terre Haute, Ind.		T. C. Mendenhall, Ph.D.	1883	0	9	0	74	33	17	14	10	2
9	Annapolis, Md.		Thomas Fell, A. M.	1883	(a)	(a)	(a)	(a)					
10	Annapolis, Md.		William T. Sampson, commander U. S. Navy, superintendent.	1845	0	59	0	251	66	60	74	25	0
11	Boston, Mass.		William F. Warren, S.T.D., LL.D.	1874		53		102					
12	Cambridge, Mass.		Charles W. Elliott, LL.D.	1848		27		10	2	2	3	3	12
13	Jamaica Plain, Mass.		Francis H. Stover, S. B., A. M., dean.	1871		6		4					
14	Worcester, Mass.		Homor T. Fuller, A. M., Ph.D., principal.	1868	0	13	0	155	32	53	36	34	1
15	Ann Arbor, Mich.		James B. Angell, LL.D.					(a)					
16	St. Louis, Mo.		C. M. Woodward, Ph.D., director.	1880		(a)		(a)					

	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
Chandler scientific department of Dartmouth College.	1851	1871	1871	1873	1859	1884	1864	1871	1845	1824	1802	1881	1882	1866	1824	1852	1872	1847	1866	1860	1842	1834	1839	1870	1825	
Thayer School of Civil Engineering (Dartmouth College).	4			0			0	(a)	(a)	19	50	9		0	24		(a)	0		4	7	9	14	6	0	
Stevens Institute of Technology.	(d)																									
John C. Green School of Science (College of New Jersey).	0																									
Cooper Union Free Night Schools of Science and Art.																										
Hebrew Technical Institute.																										
School of Mines of Columbia College.																										
Scientific department, University of the City of New York.																										
School of Civil Engineering of Union College.																										
Rensselaer Polytechnic Institute*.																										
United States Military Academy b.																										
Case School of Applied Science.																										
School of Engineering and Chemistry (Western University of Pennsylvania).																										
Fayette College.																										
Franklin Institute.																										
Spring Garden Institute*.																										
Towson Scientific School (University of Pennsylvania).																										
Wagner Free Institute of Science.																										
Schools of Civil and Mechanical Engineering, Mining, and Metallurgy (Lehigh University).																										
Science department Swarthmore College.																										
South Carolina Military Academy b.																										
Norwich University.																										
Virginia Military Institute b.																										
School of Civil and Military Engineering (Washington and Lee University).																										
New Market Polytechnic Institute.																										
Scientific department, University of Virginia.																										

d See report of Stevens High School (Table 29).
e These statistics are for the year 1884-85.

b Also reported in table of military schools.
c A department for elective graduate study only.

* From Report of the Commissioner of Education for year 1884-85.
a Reported with classical department. (See Table 32).

20	John C. Green School of Science (College of New Jersey)	80	0	0	4	37	120	(a)	(a)	(a)	(a)	(a)	(a)	(a)	0
21	Cooper Union Free Night School of Science and Art.	103	0	3	3	46	0	300	0	55,000	(a)	(a)	(a)	0	
22	Hobbes Technical Institute	240	0	4	4	34	150	(a)	(a)	(a)	(a)	(a)	(a)	39,700	
23	School of Mines of Columbia College	103	0	0	0	0	0	0	0	0	0	0	0	0	
24	Scientific department (University of the City of New York)	(a)	(a)	(a)	4	37	100	(a)	(a)	(a)	(a)	(a)	(a)	(a)	
25	School of Civil Engineering of Union College.	(a)	(a)	(a)	4	40	30	(a)	(a)	(a)	(a)	(a)	(a)	(a)	
26	Rensselaer Polytechnic Institute*	234	0	4	4	30	200	(a)	(a)	(a)	(a)	(a)	(a)	(a)	
27	United States Military Academy e	304	0	4	4	30	0	30,827	(n)	(a)	(a)	(a)	(a)	(a)	77,237,465
28	Caso School of Applied Science.	46	0	4	4	36	20	(n)	(n)	(a)	(a)	(a)	(a)	(a)	
29	School of Engineering and Chemistry (Western University of Pennsylvania)	18	(a)	4	4	40	80	(a)	(a)	(a)	(a)	(a)	(a)	(a)	
30	Pardee scientific department of John Fayette College	*143	0	4	4	37	45-75	(a)	(a)	(a)	(a)	(a)	(a)	(a)	
31	Franklin Institute	673	0	2	2	32	10	30,000	(a)	100,000	(a)	(a)	(a)	(a)	
32	Spring Garden Institute*	225	0	0	0	0	13,000	13,000	(a)	(a)	(a)	(a)	(a)	(a)	
33	Towne Scientific School (University of Pennsylvania p)	150	0	4	4	150-200	0	4,000	(a)	250,000	(a)	(a)	(a)	(a)	0
34	Wagner Free Institute of Science.	261	0	4,5	4,5	40	0	(a)	(a)	(a)	(a)	(a)	(a)	(a)	
35	Schools of Civil and Mechanical Engineering, Mining and Metallurgy (Lehigh University)	(a)	0	4	4	40	7450	(a)	(a)	(a)	(a)	(a)	(a)	(a)	
36	Science department (Swarthmore University)	113	0	4	4	38	60	300	(a)	100,000	(a)	(a)	(a)	(a)	1,500
37	South Carolina Military Academy e	36	0	4	4	38	60	4,000	(a)	40,000	(a)	(a)	(a)	(a)	
38	Norwich University	36	0	30	30	38	60	4,000	(a)	1,000	(a)	(a)	(a)	(a)	
39	School of Civil and Military Engineering (Washington and Lee University)	137	56	4	4	42	375	9,000	(a)	1,000	(a)	(a)	(a)	(a)	0
40	Virginia Military Institute e	91	0	4	4	36	12-47	630	(a)	0	(a)	(a)	(a)	(a)	30,000
41	New Market Polytechnic Institute	95	0	3	3	36	120	(a)	(a)	226,000	(a)	(a)	(a)	(a)	10,000
42	Scientific department (University of Virginia)	95	0	(f)	3	36	120	(a)	(a)	226,000	(a)	(a)	(a)	(a)	3,495

* From Report of the Commissioner of Education for year 1884-'85.
 a Reported with classical department. (See Table 39.)
 b For 1884-'85.
 c \$25 to residents of Vigo County, Indiana, and \$100 to non-residents.
 d Value of scientific apparatus.
 e Also reported in table of military schools.
 f Also 2 years at sea.
 g A department for elective graduate study only.
 h Free to residents of Worcester County.
 i Special grant for increase of endowment.
 j For residents of Michigan; for non-residents, \$30.
 k Value of apparatus.
 l To residents of New Jersey; \$225 to others.
 m Congressional appropriation.
 n School building, including library, was burned Oct. 27, 1885.
 o In drawing school.
 p These statistics are for the year 1884-'85.
 q Includes value of museum.
 r Includes 1-ard.
 s State pays \$125 for each resident student.
 t All Virginia students attend most of the courses in scientific department without tuition fees.

PROFESSIONAL INSTRUCTION.

The chief particulars of the current record of the professional schools of the United States, as reported from the several States and Territories, are presented in the summaries of the tables.

Considering the country by geographical sections, the totals appear as follows:

TABLE 45.—*Summary of statistics of professional schools by geographical sections.*

Sections.	Schools of theology.					Schools of law.				
	Number of schools.	Number of professors and instructors.	Students.			Number of schools.	Number of professors and instructors.	Students.		
			Present number.	Present number who have received a degree in letters or science.	Ratio of students who have received a degree to total number.			Present number.	Present number who have received a degree in letters or science.	Ratio of students who have received a degree to total number.
North Atlantic division	44	311	2,170	852	39	8	88	915	430	47
South Atlantic division	21	110	1,163	52	5	11	43	569	58	10
Northern Central division	53	261	1,737	319	18	15	96	1,083	166	15
Southern Central division	18	105	1,257	89	7	9	35	241	25	10
Western division	3	6	17	5	29	2	10	146	3	2
Schools of medicine.										
Sections.	Regular.					Homœopathic.				
	Number of schools.	Number of professors and instructors.	Students.			Number of schools.	Number of professors and instructors.	Students.		
			Present number.	Present number who have received a degree in letters or science.	Ratio of students who have received a degree to total number.			Present number.	Present number who have received a degree in letters or science.	Ratio of students who have received a degree to total number.
North Atlantic division	19	504	3,814	302	9	4	102	451	25	6
South Atlantic division	16	227	1,455	78	3	3	3	3	3	3
Northern Central division	26	666	3,294	160	5	8	22	618	57	9
Southern Central division	11	150	1,654	21	1	1	1	1	1	1
Western division	6	86	214	21	1	1	18	34	3	9

From this exhibit it appears that the law schools report the largest percentage of students who have received college degrees, and that the North Atlantic division shows the highest ratios for all classes of professional schools. With respect to the medical schools it should be observed that only the regular and the homoeopathic schools are included in the summary by geographical sections, as the particulars considered were not reported with sufficient fulness from the other schools included in the general table.

The general lack of productive funds noticeable in the statistics of law and medical schools is, undoubtedly, due to the general conviction that these departments can be self-supporting. Experience, however, indicates that the highest order of professional study cannot be maintained upon such a basis, as expressed by President Eliot in his report for 1885-'86:

"A professional school of high grade ought not to depend on tuition fees for nearly two-thirds of its annual expenses; and it ought to have the means of aiding young men of promise who are struggling to get a thorough training. In law schools, as in other educational institutions, it is only the elementary instruction, given year after year to large classes, which can be self-supporting."

In the same report President Eliot calls attention to the disadvantages arising from the late entrance upon the practice of medicine in the case of students who seek the B. A. degree as a preliminary to professional study. The trouble grows out of the elevation of college standards and the consequent advance in the age for matriculation and graduation. In view of the evil pointed out the faculty of Harvard have laid before the academic council a plan for the abridgment of the college course by those students who go from college directly into one of the professional schools of the university, which plan is still under discussion.

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 1876 to 1886, inclusive (1883 omitted), with the number of professors and number of students:

	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.	1885.	1886.
Number of institutions	124	124	125	133	142	144	145	146	152	142
Number of instructors	580	564	577	600	633	624	712	750	793	803
Number of students	4,263	3,965	4,320	4,738	5,242	4,793	4,921	5,290	5,775	6,344

TABLE 46.—Summary of statistics of schools of theology.

States and Territories.	Number of schools.	Corps of instructors.	Students.			Library.		Value of grounds and buildings.
			Present number.	Present number who have received a degree in letters of science.	Graduates at commencement of 1886.	Number of volumes.	Number of pamphlets.	
Alabama.....	3	11	201	.....	7	2,500	300	\$22,000
California.....	2	6	15	5	2	20,000	5,800	24,000
Colorado.....	1	2	.....	.....	0	5,000	600	25,000
Connecticut.....	2	24	150	132	44	45,000	10,000	.....
Georgia.....	3	9	208	15	7	6,600	600	80,000
Illinois.....	17	80	573	168	97	48,397	10,650	560,000
Indiana.....	4	18	209	.....	29	11,200	.....	.....
Iowa.....	5	16	117	10	14	8,825	2,540	40,000
Kentucky.....	3	13	225	72	22	17,500	1,100	130,060
Louisiana.....	3	12	90	.....	.....	3,100	300	.....
Maine.....	2	9	60	10	11	18,000	.....	65,000
Maryland.....	5	40	286	1	90	48,933	300	395,000
Massachusetts.....	6	52	298	140	44	88,411	21,500	871,911
Michigan.....	3	15	82	10	3	3,000	1,000	.....
Minnesota.....	4	23	78	2	12	7,700	100	175,000
Mississippi.....	1	6	30	.....	.....	.....	.....	30,000
Missouri.....	4	23	230	5	36	14,175	2,000	120,000
Nebraska.....	1	3	15	0	2	250	450	4,000
New Jersey.....	6	47	320	64	51	110,400	16,500	667,933

TABLE 46.—Summary of statistics of schools of theology—Continued.

States and Territories.	Number of schools.	Corps of instructors.	Students.			Library.		Value of grounds and buildings.
			Present number.	Present number who have received a degree in letters or science.	Graduates at commencement of 1886.	Number of volumes.	Number of pamphlets.	
New York.....	11	79	727	272	119	150,510	65,288	\$1,663,000
North Carolina.....	6	26	291	.....	18	1,300	150	60,000
Ohio.....	11	59	290	94	62	30,515	3,925	295,000
Pennsylvania.....	17	100	615	234	135	166,814	6,900	419,000
South Carolina.....	3	13	45	4	.....	2,500	500	.....
Tennessee.....	6	39	175	17	26	9,060	1,700	310,000
Texas.....	2	19	466	.....	.....	1,300	50	57,000
Virginia.....	3	15	151	29	16	27,600	400	70,000
Wisconsin.....	5	32	163	29	16	27,403	4,300	245,000
District of Columbia.....	2	11	179	3	38	2,000	.....	45,000
Indian Territory.....	1	6	70	.....	2	300	.....	28,000
Total.....	142	806	6,370	1,817	903	872,290	156,953	6,401,814

TABLE 47.—Statistical summary of schools of theology according to denominations.

Denomination.	Number of schools.	Number of professors.	Number of students.
Roman Catholic.....	19	145	920
Baptist.....	19	100	1,408
Protestant Episcopal.....	12	68	348
Lutheran.....	15	63	526
Presbyterian.....	13	81	684
Congregational.....	10	61	320
Methodist Episcopal.....	14	85	609
Christian.....	6	17	206
Reformed.....	5	20	67
Universalist.....	3	19	59
United Presbyterian.....	2	15	72
Unsectarian.....	3	18	182
German Methodist Episcopal.....	1	4	41
Free Baptist.....	2	13	82
Methodist Protestant.....	2	8	32
African Methodist Episcopal.....	1	.....	5
Unitarian.....	1	6	32
Methodist Episcopal, South.....	2	20	187
Reformed (Dutch).....	1	6	21
Cumberland Presbyterian.....	2	19	327
Wesleyan Methodist.....	1	5	16
United Brethren.....	2	10	65
Evangelical Association.....	1	3	8
German Evangelical.....	1	3	90
African Methodist Episcopal, Zion.....	1	4	.....
Jewish.....	1	6	32
Reformed Presbyterian.....	1	3	21
Associate Reformed.....	1	4	6
Total.....	142	806	6,370

TABLE 48.—Statistics of schools of theology for 1885-'86; from replies to inquiries by the United States Bureau of Education.

Post-office address.	Name.	Religious denomination.	President.	When first opened for instruction.	Number of professors and instructors.	Students.			Library.		Value of grounds and buildings.
						Present number.	Present number who have received a degree in letters or science.	Graduates at the commencement of 1886.	Number of volumes.	Number of pamphlets.	
1	2	3	4	5	6	7	8	9	10	11	12
1 Selma, Ala.	Selma University.	Baptist.	Charles Lee Purco.	1878	7	170	5	300	100	\$15,000	
2 Talladega, Ala.	Theological department of Talladega College.	Cong.	G. W. Andrews.	1872	1	12	2	1,000	.....	5,000
3 Tuscaloosa, Ala.	Institute for Training Colored Ministers.	Presb.	Rev. C. A. Stillman, D. D.	1877	3	19	.....	1,200	200	2,000
4 Oakland, Cal.	Pacific Theological Seminary.	Cong.	Joseph A. Benton, D. D., senior professor.	1869	3	11	1	4,000	800	.....
5 San Francisco, Cal.	San Francisco Theological Seminary.	Presb.	Rev. Thomas Fraser.	1871	3	4	1	16,000	5,000	24,000	
6 Denver, Colo.	Matthews Hall.	P. E.	Rt. Rev. John F. Spalding, D. D., bishop.	1872	.....	2	0	5,000	600	25,000
7 Hartford, Conn.	Hartford Theological Seminary.	Cong.	Prof. Wm. Thompson, dean.	1834	17	42	14	42,000	10,000	.....
8 New Haven, Conn.	Theological department of Yale University.	Unitenon.	Rev. Noah Porter, D. D., LL. D.	1822	7	108	95	30,000	.....	.....
9 Washington, D. C.	Theological department of Howard University.	Unitenon.	James G. Craighead, dean.	1870	5	53	3	.....	.....	.....
10 Washington, D. C.	Wayland Seminary.	Baptist.	Rev. G. M. P. King, A. M.	1865	6	126	23	2,000	.....	45,000
11 Atlanta, Ga.	Atlanta Baptist Seminary.	Baptist.	Rev. Samuel Graves, D. D.	1867	5	152	8	2,500	300	15,000	
12 Atlanta, Ga.	Gannon School of Theology (Clark University).	M. E.	Wilbur F. Thirkield, A. M., S. T. B., dean.	1883	3	53	7	4,100	300	63,000	
13 Macon, Ga.	Theological department of Mercer University.	Baptist.	Rev. James G. Ryals, D. D.	.....	1	2	.....	.....	.....	.....
14 Bourbonnais Grove, Ill.	Theological department of St. Viator's College.	R. C.	Rev. M. J. Marsille, C. S. V.	.....	3	29	.....	.....	.....	.....

* From Report of the Commissioner of Education for year 1884-'85.

No.	Name of School	Year	Faculty	Students	Value of Buildings				
30	Wheaton, Ill.	1881	Wheaton Theological Seminary*	5	16	8	5	200	50
31	Fort Wayne, Ind.	1839	Concordia College	6	100	27	5	3,000	.....
32	Greensboro, Ind.	1837	School of Theology of Do Paaw University.	5	4.5	.....	.....	.....	.....
33	Mercer, Ind.	1862	Bureau department of Union Christian College.	2	4	.....	2	250	.....
34	St. Meinrad, Ind.	1854	St. Meinrad's Ecclesiastical Seminary.	5	.....	.....	.....	8,000	.....
35	Muskegon, Ind. T.	1880	Theological department of Indiana University.	6	70	.....	2	300	28,000
36	Davenport, Iowa	1859	Theological department of Griggs College.	4	4	3	2	3,600	1,800
37	Des Moines, Iowa.	1881	Bible department of Drake University.	2	48	3	3	1,500	500
38	Dubuque, Iowa.	1832	German Presbyterian Theological School of the Northwest.	4	28	.....	4	2,400	25,000
39	Mount Pleasant, Iowa	1873	German College.	4	24	4	4	325	210
40	Oskaloosa, Iowa	1872	Bible department of Oskaloosa College.	2	13	.....	1	2,000	.....
41	Danville, Ky.	1853	Danville Theological Seminary	4	11	7	0	8,000	10,000
42	Lexington, Ky.	1877	College of the Bible.	3	100	5	14	1,000	300
43	Louisville, Ky.	1859	Southern Baptist Theological Seminary.	6	114	60	8	8,500	120,000
44	New Orleans, La.	1836	Gilbert Haven School of Theology (New Orleans University).*	8	20	0	0	3,000	300
45	New Orleans, La.	.....	Theological Department of Louisiana University.*	3	34	.....	.....	.....	.....
46	New Orleans, La.	1870	Straight University.	1	36	.....	.....	100	.....
47	Bangor, Me.	1816	Bangor Theological Seminary.	5	31	3	5	15,000	65,000
48	Lewiston, Me.	1870	Bates College Theological Seminary.	4	29	7	6	3,000	.....
49	Baltimore, Md. (cor. Fulton st. and Edmondson ave.)	1866	Contemporary Biblical Institute.	11	55	.....	46	1,000	200
50	Baltimore, Md.	1791	Theological Seminary of St. Stephen and St. Mary's University.	8	220	.....	640	26,000	30,000
51	Emmitsburgh, Md.	1803	St. Mary's Ecclesiastical Seminary.	10	.....	.....	.....	10,000	.....
52	Hickester, Md.	1868	Scholarship of the Congregation of the Most Holy Redeemer, Mount St. Clement.	6	.....	.....	.....	10,933	0
53	Westminster, Md.	1882	Westminster Theological Seminary.	5	11	1	4	1,000	100
54	Andover, Mass.	1808	Andover Theological Seminary.	12	56	43	13	43,911	16,000
55	Boston, Mass.	1847	Boston University School of Theology.	13	103	64	.....	5,000	150,000
56	Cambridge, Mass.	1817	Divinity School of Harvard University.	6	21	14	4	17,000	2,000
57	Cambridge, Mass.	1867	Episcopal Theological School.	6	16	12	11	4,000	3,000
58	College Hill, Mass.	1869	Tufts College Divinity School.	7	31	7	6	4,000	325,000

* Obtained priest during the year.

b Value of buildings.

* From Report of the Commissioner of Education for year 1884-85.

a Name changed to McCormick Theological Seminary of the Presbyterian Church.

TABLE 48.—Statistics of schools of theology for 1885-'86, &c.—Continued.

	1	2	3	4	5	6	Students.			Library.		Value of grounds and buildings.
							Present number.	Present number who received a degree in letters or science.	Graduates at the commencement of 1886.	Number of volumes.	Number of pamphlets.	
							7	8	9	10	11	12
			Religious denomination.	President.	When first opened for instruction.	Number of professors and instructors.						
		Name.										
	Post-office address.											
59	Newton Centre, Mass.....	Newton Theological Institution.	Baptist...	Rev. Alvah Hovey, D. D., LL. D....	1825	8	68	10	18,500	500	\$129,911	
60	Adrian, Mich.....	School of Theology (Adrian College).	M. P.....	Rev. D. L. Stephens.....	1878	3	21					
61	Hillsdale, Mich.....	Theological department of Hillsdale College.	Free Bap.....	Rev. George F. Mosher.....	1855	9	53	2	3,000	1,000		
62	Holland, Mich.....	Western Seminary of the Reformed Church of America.	Ref. Ch.....	Rev. N. M. Steffens, D. D., senior professor.	1806	3	8	1				
63	Collegeville, Minn.....	St. John's University (ecclesiastical course).	R. C.....	Rt. Rev. Alexius Edelbrock, O. S. B.	at 1857	6	22					
64	Fairbault, Minn.....	Seabury Divinity School.....	P. E.....	F. D. Hoskins, warden.	1860	6	25	3	6,300		60,000	
65	Minneapolis, Minn.....	Augsburg Seminary.....	Lutheran	Prof. Georg Sverdrup.....	1869	6	31	2	1,010		75,000	
66	Red Wing, Minn.....	Red Wing Norwegian Evangelical Lutheran Seminary.	Lutheran	A. W. Cennas.....	1879	5		10	400	100	40,000	
67	Jackson, Miss.....	Jackson College.....	Baptist	Rev. Charles Ayer.....	1877	6	30				30,000	
68	Cape Girardeau, Mo.....	St. Vincent's College and Theological Seminary.	R. C.....	Rev. P. McHale, C. M.....	1844	10	5	4	8,000	2,000		
69	St. Louis, Mo.....	Concordia College (seminary).....	Ev. Luth.....	Dr. C. F. W. Walther.....	1839	6	91		5,525			
70	St. Louis, Mo.....	Allen College.....	Ger. Evang	Lot. S. F. Hueberle.....	1850	3	90	33			120,600	
71	Warrenton, Mo.....	Theological department of Central Wesleyan College.	Ger. M. E.....	Rev. H. A. Koch, D. D.....	1864	4	44	2	650			
72	Crete, Nebr.....	German Congregational Theological Seminary.	Cong.....	Rev. Wm. Süess.....	1878	3	15	0	250	450	4,000	
73	Bloomfield, N. J.....	German Theological School of Newark, N. J.	Presb.....	Rev. Charles E. Knox, D. D.....	1869	6	28	0	3,000		17,833	
74	Madison, N. J.....	Drew Theological Seminary.....	M. E.....	Rev. Henry A. Battz, D. D., L. L. D.	1867	13	97	23	18,000	10,000	300,000	

No	Location	Institution	Ref.	Year	1784	6	22	10	12	38, 200	6, 500	350, 000
75	New Brunswick, N. J.	Theological Seminary of the Reformed (Dutch) Church in America.	Ref. Dutch	1784	1784	6	22	10	12	38, 200	6, 500	350, 000
76	Princeton, N. J.	Theological Seminary of the Presbyterian Church.	Presb.	1812	11	138				46, 000		
77	South Orange, N. J.	Diocesan Seminary of the Immaculate Conception.	R. C.	1856	4	15	15	12	4	5, 200		
78	Vineland, N. J.	College of the Sacred Heart and Theological Seminary.	R. C.		7	20						
79	Allegheny, N. Y.	St. Donaventure's Seminary.	R. C.	1859	8	74				66, 052		
80	Auburn, N. Y.	Auburn Theological Seminary.	Presb.	1821	6	52	20	16	16	16, 418	4, 515	200, 000
81	Canton, N. Y.	Canton Theological Seminary.	Universal	1838	5	14	14	2	4	7, 800	300	50, 000
82	Hamilton, N. Y.	Hamilton Theological Seminary.	Baptist	1833	5	51	51			18, 000		
83	Hartwick Seminary, N. Y.	Hartwick Seminary, theological department.	Lutheran	1815	5	13			1			
84	New York, N. Y.	General Theological Seminary of Protestant Episcopal Church.	P. E.	1819	9	88	88	68	17	18, 547	10, 375	600, 000
85	New York, N. Y. (1200 Park ave.)	Union Theological Seminary.	Presb.	1833	12	133	133	150	37	51, 272	47, 097	700, 000
86	Rochester, N. Y.	Rochester Theological Seminary.	Baptist	1851	10	102	102	32		21, 521		127, 000
87	Standfordville, N. Y.	Christian Biblical Institute.	Christian	1869	5	11	11	0	4	1, 900	260	40, 000
88	Suspension Bridge, N. Y.	Seminary of Our Lady of Angels.	R. C.	1856	7	66	66	21	10			
89	Troy, N. Y.	St. Joseph's Provincial Seminary.	R. C.	1864	7	120	120	630		9, 000	2, 200	200, 000
90	Charlotte, N. C.	Theological department of Bid- dle University.	Presb.	1863	2	11						
91	Conover, N. C.	Theological department of Con- cordia College.	Lutheran	1877	4	5			1			
92	Kaleigh, N. C.	Theological department of Shaw University.	Baptist	1865	2	40			3			
93	Kaleigh, N. C.	Theological department St. Au- gustine's Normal School.	P. E.	1868	6	96			2	1, 500	150	30, 000
94	Salisbury, N. C.	Theological department of Liv- ingston College.*	Af. Meth. E. Zion M. E. So		4							
95	Trinity, N. C.	Theological department of Trin- ity College.	M. E. So	1852	8	112			12			30, 000
96	Berea, Ohio	Theological department of Ger- man Wallace College.	M. E.	1864	2				0			
97	Carthage, Ohio	St. Charles Borromeo Theologi- cal Seminary.	R. C.	1864	19	45						
98	Cincinnati, Ohio	Hebrew Union College.	Jewish	1875	6	32			15	9, 500		30, 000
99	Columbus, Ohio	St. Mary's Theological Seminary.	R. C.	1849	5	30			3			75, 000
100	Columbus, Ohio	German Lutheran Seminary.	U. B.	1830	3	29			13	4, 000	500	80, 000
101	Dayton, Ohio	Union Biblical Seminary.	U. B.	1871	4	40			10	1, 036		20, 000
102	Gambier, Ohio	Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio.*	P. E.	1825	5	3			2	7, 000		

^b Includes pamphlets.
^c Number of priests ordained during the year.

* From Report of the Commissioner of Education for year 1884-85.
* As St. John's Seminary, became St. John's University in 1883.

TABLE 43.—Statistics of schools of theology for 1885-'86, &c.—Continued.

Post-office address.	Name.	Religious denomination.	President.	When first opened for instruction.	Number of professors and instructors.	Students.			Library.		Value of grounds and buildings.
						Present number.	Present number who have received a degree in letters or science.	Graduates at the commencement of 1886.	Number of volumes.	Number of pamphlets.	
1	2	3	4	5	6	7	8	9	10	11	12
103 Oberlin, Ohio	Department of Theology (Oberlin College).	Cong	Rev. James H. Fairchild, D. D.	1835	9	52	25	7	1,979	425	\$75,000
104 Tiffin, Ohio	Fitchburg Theological Seminary.	Reformed.	Rev. J. H. Good, D. D.	1851	2	18	14	10	3,000	1,000	0
105 Wilberforce, Ohio	Theological Seminary of Wilberforce University.*	A. F. Meth. Epist.	Rev. Samuel T. Mitchell, A. M.	1853	.....	5	.....	.....	.....	.....	.....
106 Xenia, Ohio	United Presbyterian Theological Seminary of Xenia.	United Pr.	Rev. James Harper, D. D., LL. D.	1794	4	36	30	4	4,000	2,000	15,000
107 Allegheny, Pa.	Theological Seminary of the Reformed Presbyterian Church.	Ref. Pres.	D. B. Willson, dean	1856	3	21	.....	2	2,600	250	25,000
108 Allegheny, Pa.	Theological Seminary of the United Presbyterian Church.*	United Pr.	Rev. David R. Kerr, D. D., LL. D.	1825	11	36	35	18	3,100	.....	40,000
109 Allegheny, Pa.	Western Theological Seminary of the Presbyterian Church.	Presb	Wm. Bakewell, president board of trustees.	1827	6	68	62	18	20,734	.....	165,000
110 Beatty, Pa.	Theological course in St. Vincent's College.	R. C.	D. Block, A. M., O. S. B.	1846	6	37	4	21	24,300	.....	.....
111 Bethlehem, Pa.	Moravian Theological Seminary.	United Br.	Augustus Shultz	1807	6	25	6	4	5,700	.....	9,000
112 Freehold, Pa. (Collegeville P. O.).	Theological department of Ursinus College.	Reformed.	Rev. J. H. A. Bomberger, D. D.	1871	4	10	10	6	3,000	500	.....
113 Gettysburg, Pa.	Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States.	Ev. Luth.	Rev. M. Valentine, D. D., LL. D.	1826	6	43	41	13	11,280	950	70,000
114 Lancaster, Pa.	Theological Seminary of the Reformed Church in the United States.	Reformed.	Rev. Emf. V. Gerhart, D. D., president of faculty.	1825	4	31	26	11	10,000	.....	20,000
115 Lincoln University, Pa.	Theological department of Lincoln University.	Presb	Rev. Isaac N. Kendall, D. D.	1871	8	31	.....	.....	.....	.....	.....

No.	Location	Institution	Unitarian	Rev. Abiel Abbot Livermore, A. M.	1840	6	32	1	4	18,000	3,500	20,000
116	Meadville, Pa.	Meadville Theological School	Unitarian	Rev. Abiel Abbot Livermore, A. M.	1840	6	32	1	4	18,000	3,500	20,000
117	Overbrook, Pa.	Philadelphia Theological Seminary of St. Charles Borromeo.*	R. C.	Very Rev. William Kiernan, S. T. P., rector.	1832	8	106			15,000		
118	Philadelphia, Pa.	Divinity School of the Protestant Episcopal Church in Philadelphia.	P. E.	Rev. Edward T. Bartlett, A. M., dean.	1862	6	29			8,000		
119	Philadelphia, Pa. (Grantown).	St Vincent Seminary	R. C.	Very Rev. Thomas J. Smith	1818	0				10,000	1,500	
120	Philadelphia, Pa. (Franklin street).	Theological Seminary of the Evangelical Lutheran Church at Philadelphia.	Ev. Luth.	C. W. Slaughter, D. D., chairman of faculty.	1864	4	64	49	20	17,000		50,000
121	Selin's Grove, Pa.	Missionary Institute.	Ev. Luth.	Rev. Peter Born, D. D., supt.	1858	2	14		5	2,500	200	20,000
122	Upland, Pa.	Crozer Theological Seminary.	Baptist	Henry G. Weston.	1868	6	56		13	9,000		
123	Villanova, Pa.	Ecclesiastical department of Villanova College.	R. C.	Thomas C. Middleton, D. D., O. S. A., dean.	1842	8	21					
124	Columbia, S. C.	Benedict Institute	Baptist	Rev. C. E. Becker	1871	6	35			1,500	500	
125	Due West, S. C.	Associate Reformed Theological Seminary.	As. Ref.	James Boyce	1840	4	6			1,000		
126	Newberry, S. C.	Theological Seminary of the South (Newberry College).	Ev. Luth.	Rev. G. W. Holland, A. M., Ph. D.	1830	3	4	4	0			
127	Lebanon, Tenn.	Theological School of Cumberland University.	Cumb. Pr.	Rev. Nathan Green, LL. D., chancellor.	1852	7	27		19	5,000		10,000
128	Nashville, Tenn.	Theological course in Fisk University.*	Cong.	Rev. E. M. Cravath, M. A.	1869	1	0	0	0			
129	Nashville, Tenn.	Theological department of Central Tennessee College.	M. E.	Rev. John Braden, D. D.	1866	9	48	0	1			0
130	Nashville, Tenn.	Theological department of Roger Williams University.*	Baptist	Rev. D. W. Phillips, D. D.	1865	2	35	0				
131	Nashville, Tenn.	Theological department of Vanderbilt University.	M. E. So.	Rev. Wilbur F. Elliott, D. D., dean.	1874	12	45	6	4	1,500	200	250,000
132	Sowance, Tenn.	Theological department of University of the South.	P. E.	Rev. Telfair Hodgson, D. D., dean.	1876	8	20	11	2	2,560	1,500	50,000
133	Marshall, Tex.	Theological department of Bishop College.	Baptist	Rev. S. W. Culver, A. M.	1881	7	166			700	50	55,000
134	Tehuacanu, Tex.	Theological department of Trinity University.	Cumb. Pr.	L. A. Johnson, A. M.	1871	12	300			600		2,000
135	Hampden Sidney College, Va.	Union Theological Seminary.	Presb.	B. M. Smith, clerk of faculty	1824	5	60	20	12	12,400	400	50,000
136	Richmond, Va.	Richmond Theological Seminary	Baptist	Rev. Chas. H. Gorey, A. M., D. D.	1867	4	50			3,200		20,000
137	Theological Seminary, Va.	Protestant Episcopal Theological Seminary of Virginia.	P. E.	Rev. Joseph Packard, D. D., dean.	1823	6	41		4	12,000		
138	Franklin, Wis.	Mission House.	Ref.	Rev. H. A. Muehlmeier, D. D.	1860	7			7	4,200	300	
139	Madison, Wis.	Lutheran Seminary.	Luth.	H. G. Stolo	1876	3	9	10		1,000		30,000
140	Milwaukee, Wis.	Lutheran Theological Seminary of the Synod of Wisconsin.	Ev. Luth.	Rev. Ad. Hoenecke	1878	3	29	13	6	1,200		15,000
141	Nashotah, Wis.	Nashotah House.	P. E.	George G. Carter, A. M.	1841	7	21	6	3	9,000	2,000	100,000
142	St. Francis, Wis.	Seminary of St. Francis of Sales.	R. C.	Very Rev. A. Zeisinger	1855	12	110			12,000	2,000	100,000

* From Report of the Commissioner of Education for year 1884-85.

List of schools of theology from which no information has been received.

Location.	Name.
Santa Barbara, Cal.	Franciscan College.
Middletown, Conn.	Berkeley Divinity School.
Carlinville, Ill.	Theological department of Blackburn University.
Beloit, Iowa.	Norwegian Augustana Theological Seminary.
Louisville, Ky.	Preston Park Theological Seminary.
New Orleans, La.	Theological Seminary.
Waltham, Mass.	New Church Theological School.
Dry Grove, Miss.	Bishop Green Associate Mission and Training School.
Geneva, N. Y.	De Lancey Divinity School.
Syracuse, N. Y.	St. Andrew's Divinity School.
Cincinnati, Ohio.	Lane Theological Seminary.
Springfield, Ohio.	Wittenberg Seminary.
Harrisburgh, Pa.	Catholic Theological Seminary.
Columbia, S. C.	Theological department of Allen University.
Columbia, S. C.	Theological Seminary of the General Assembly of the Presbyterian Church in the United States.
Orangeburgh, S. C.	Baker Theological Institute (Clafin University).
Independence, Tex.	Theological department of Baylor University.

Memoranda to Table 48.

Location.	Name.	Remarks.
Selma, Ala.	Alabama Baptist Normal and Theological School.	Name changed to Selma University.
Carthage, Ill.	German theological class in Carthage College.	No distinct theological department.
Chicago, Ill.	Chicago Theological Seminary of the Lutheran Church.	Mail returned.
Topeka, Kans.	Kansas Theological School.	This school has merely a nominal existence.
Louisville, Ky.	Theological department of Kentucky University.	No department proper.
Louisville, Ky.	Theological Seminary of the Protestant Episcopal Church in the Diocese of Kentucky.	This institution exists in name only; is in possession of a valuable library and productive funds.
Woodstock, Md.	Woodstock College.	Mail returned.
Liberty, Mo.	Jeremiah Vardeman School of Theology in William Jewell College.	Not theological seminary proper.
Normandy, Mo.	Evangelical Theological Seminary.	Name changed to Eden College and removed to St. Louis.
Newburgh, N. Y.	Newburgh Theological Seminary.	This seminary exists for the present only in its library and property.
Urbana, Ohio.	Theological department of Urbana University.	No such department in university.
Richmond, Va.	Richmond Institute.	Name changed to Richmond Theological Seminary.

SCHOOLS OF LAW.

The following is a statement of the number of schools of law reporting to this Bureau each year from 1876 to 1886, inclusive (1883 omitted), with the number of instructors and number of students:

	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.	1885.	1886.
Number of institutions.....	42	43	50	49	48	47	48	47	49	49
Number of instructors.....	218	175	196	224	229	229	249	269	285	283
Number of students.....	2,664	2,811	3,012	3,019	3,134	3,227	3,079	2,686	2,744	3,054

TABLE 49.—Summary of statistics of schools of law.

States and Territories.	Number of schools.	Corps of instructors.	Students.		Graduates at the commencement of 1886.	Libraries.		Value of grounds and buildings.
			Present number.	Present number who have received a degree in letters or science.		Number of volumes.	Number of pamphlets.	
Alabama.....	1	3	15	3	14	259	.....	.....
Arkansas.....	1	5	10	2	1	0	0	0
California.....	1	5	136	.....	.....	.....	.....	.....
Connecticut.....	1	16	79	.....	23	8,500	.....	.....
Georgia.....	3	8	12	8	10	400	.....	.....
Illinois.....	4	27	252	39	72	9,500	3,000	\$50,000
Indiana.....	2	12	75	4	8	2,200	150	250,000
Iowa.....	2	14	108	4	29	3,800	.....	.....
Kansas.....	1	7	32	.....	12	1,000	.....	.....
Louisiana.....	2	9	109	.....	25	.....	.....	.....
Maryland.....	1	7	90	26	21	.....	.....	10,000
Massachusetts.....	2	35	263	218	48	26,000	.....	50,000
Michigan.....	1	5	286	43	116	9,250	.....	.....
Mississippi.....	1	5	11	6	7	800	20	.....
Missouri.....	2	12	130	21	39	3,600	.....	20,000
New York.....	4	32	461	212	56	5,000	.....	30,000
North Carolina.....	2	4	23	9	6	.....	.....	.....
Ohio.....	2	12	125	55	90	8,500	1,500	5,000
Oregon.....	2	10	10	3	2	26	4	.....
Pennsylvania.....	1	5	109	.....	37	300	.....	.....
South Carolina.....	2	3	19	11	8	.....	.....	1,000
Tennessee.....	3	11	90	4	31	550	40	.....
Texas.....	1	2	6	10	24	700	.....	.....
Virginia.....	2	5	109	.....	34	.....	.....	.....
West Virginia.....	1	2	14	.....	.....	5,000	.....	.....
Wisconsin.....	1	7	75	.....	38	1,721	.....	0
District of Columbia.....	3	20	302	4	122	8,000	.....	.....
Total.....	49	283	3,054	682	873	95,106	4,714	416,000

TABLE 50.—Statistics of schools of law for 1885-'86; from replies to inquiries by the United States Bureau of Education.

Post-office address.	1	2	3	4	Instructors.	Students.			Graduates at commencement of 1886.		Library.		Value of grounds and buildings.
						Present number.	Present number who have received a degree in letters or science.	8	9	10	11		
Tuscaloosa, Ala.....		Law School of the University of Alabama.....	1873	Henry D. Clayton.....	3	15	3	14	259				
Little Rock, Ark.....		College of Law, Little Rock University*.....	1883	Rev. Edward S. Lewis, A. M., president of university.	5	10	2	1	0				0
San Francisco, Cal.....		Hastings College of Law (University of California).....	1878	Joseph W. Winans, A. M., dean.....	5	136							
New Haven, Conn.....		Law department of Yale University.....	1824	Hon. Francis Wayland, LL. D., dean.....	16	79			8,500				
Washington, D. C.....		Columbian University, Law School.....	1864	James C. Welling.....	6	189			68,000				(a)
Washington, D. C.....		Law department of Georgetown University.....	1870	Charles W. Hoffman, LL. D., dean.....	9	96			39				
Washington, D. C.....		Law department of Howard University.....	1870	B. F. Leighton, dean.....	5	17	4	11					
Athens, Ga.....		Law department of University of Georgia.....	1867	Rev. P. H. Mall, D. D., LL. D., chancellor.....	4	12	8	10	400				
Macon, Ga.....		Law department of Mercer University.....	1874	Clifford Anderson, LL. D., chairman of faculty.....	3								
Oxford, Ga.....		Law department of Emory College*.....	1837	J. M. Pace, professor.....	1								
Bloomington, Ill.....		Bloomington Law School (Illinois Wesleyan University).....	1874	Reuben M. Benjamin, LL. D.....	6	23		12					
Chicago, Ill.....		Union College of Law of Chicago and Northwestern Universities.....	1859	Henry Booth, dean.....	5	143	34	49	0	0	0	0	0
Lebanon, Ill.....		Law department of McKendree College.....	1860	Henry H. Horner, A. M., dean.....	7	70		6	7,500	2,500	\$50,000		
Quincy, Ill.....		Law department of Chaddock College.....	1880	Ira M. Moore.....	9	16	5	5	2,000	500			
Greencastle, Ind.....		Law department, De Pauw University.....	1859	Alexander C. Downey, dean.....	7	28		8	200				
Notre Dame, Ind.....		Law department, University of Notre Dame.....	1869	William Hoynes, dean.....	5	47	4		2,000	150	250,000		
Des Moines, Iowa.....		Iowa College of Law (Drake University).....	1882	A. H. McVey, A. M., LL. B.....	8	12	4	7					
Iowa City, Iowa.....		Law department, State University of Iowa.....	1866	Lewis W. Ross, chancellor.....	6	96		22	3,800				

	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
Lawrence, Kans.	Law School, University of Kansas.	New Orleans, La.	New Orleans, La. (box 1915).	Baltimore, Md.	Boston, Mass.	Cambridge, Mass.	Ann Arbor, Mich.	Oxford, Miss.	Columbia, Mo.	St. Louis, Mo.	Albany, N. Y.	Clinton, N. Y.	New York, N. Y.	New York, N. Y.	Chapel Hill, N. C.	Greensborough, N. C.	Cincinnati, Ohio	Lobanon, Ohio	Portland, Oreg.	Salem, Oreg.	Philadelphia, Pa.	Columbia, S. C.	Columbia, S. C.	Lebanon, Tenn.	Nashville, Tenn.	Nashville, Tenn.	Austin, Tex.	Lexington, Va.	University of Virginia, Va.	Morgantown, W. Va.	Madison, Wis.
1878	1870	1847	1812	1872	1817	1859	1848	1872	1867	1851	1854	1858	1858	1792	1878	1833	1883	1884	1884	1847	1790	1881	1884	1847	1874	1867	1825	1867	1863		
James W. Green, A. B., dean.	Alfred Shaw, dean.	Wm. F. Mellen, dean.	Hon. Geo. W. Dobbin, LL. D., dean.	Edmund H. Bennett, LL. D., dean.	Christopher C. Langtoll, LL. D., dean.	Henry Wade Rogers, A. M., dean.	Edward Mayers, LL. D.	Philoman Bliss, dean.	William G. Hammond, LL. D., dean.	Horace E. Smith, LL. D., dean.	Rev. Henry Darling, D. D., LL. D., president.	Theodore W. Dwight, LL. D., warden.	Prof. David K. Jacques, secretary of the faculty.	Kemp P. Battle, LL. D., president.	Hon. John H. Dillard and Hon. Robert P. Dick.	Jacob D. Cox, LL. D., dean.	J. E. Smith, dean.	Richard H. Thornton.	Thomas Van Scoy, A. M., B. D.	E. Coppoc Mitchell, LL. D., dean.	Peter Flynn Oliver, dean.	Joseph D. Pope, dean.	Nathan Green, A. M., LL. D., chancellor.	Rev. John Braden, D. D., president; E. L. Gregory, dean.	Thomas H. Malone, M. A., dean.	James B. Clark, secretary.	Gen. G. W. C. Lee, president.	Charles S. Venable, LL. D., chairman of faculty.	E. M. Turner, A. M., president.	Rev. John Bascom, D. D., LL. D., president.	
12	11	14	26	80	138	286	7	21	18	21	50	6	244	2	2	6	9	10	3	2	5	2	1	2	4	5	28	2	2	14	7
1,000			10,000	4,000	22,000	9,250	800		3,000		5,000		(a)	(a)	(a)		4,000	4,500	26	4	300		(a)	500	50	700	(a)	(a)	5,000	1,721	
7	5	4	7	27	8	5	5	5	7	9	2	9	12	2	2	6	6	5	5	5	2	1	2	2	4	5	2	2	2	7	

b Students have access to State Library.

a Included in report of university (Table 39).

* From Report of the Commissioner of Education for year 1881-85.

Memoranda to Table 50.

Location.	Name.	Remarks.
Washington, D. C	National University law department ...	No information received.
Louisville, Ky	Law department of the University of Louisville.	No information received.
Fullerton, Nebr.....	Law department of Nebraska Wesleyan University.	Closed.

SCHOOLS OF MEDICINE, DENTISTRY, AND PHARMACY.

The following is a comparative statement of the number of schools of medicine, dentistry, and pharmacy reported to this Office each year from 1876 to 1886, inclusive (1883 omitted), with the number of instructors and students :

	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.	1885.	1886.
Number of institutions	102	106	106	114	120	126	134	145	152	175
Number of instructors.....	1,201	1,278	1,337	1,495	1,660	1,746	1,946	2,235	2,514	2,829
Number of students	10,143	11,225	11,830	13,321	14,006	14,536	15,151	15,300	13,921	16,407

TABLE 51.—Summary of statistics of schools of medicine, of dentistry, and of pharmacy.

States.	Number of institutions.	Number of instructors.	Students.			Libraries.		Value of grounds, buildings, and apparatus.
			Present number.	Present number who have received a degree in letters or science.	Graduates at the commencement of 1886.	Number of volumes.	Number of pamphlets.	
I.—MEDICAL AND SURGICAL.								
1. Preparatory.								
Florida	1							
Kansas	1							
Maine	1	10						
Maryland.....	1	2	6					
North Carolina.....	1	1	2					
Total	5	13	8					
2. Regular.								
Alabama	1	14	133		34	500	75	\$150,000
Arkansas	1	15	53		16			225,000
California	3	50	160	17	18	430		177,000
Colorado	2	24	24		12	50	400	5,000
Connecticut	1	20	27	10	6			
Georgia	3	34	303		107	5,000		100,000
Illinois	5	128	772	42	193	250		225,000
Indiana.....	3	48	107	1	39	3,000	500	2,500
Iowa	3	34	284	3	77	786	500	31,000
Kentucky	4	51	618	15	231	4,000		102,000
Louisiana.....	1	19	266		67	3,150	50	80,000
Maine	1	11	85		20	4,000		25,000
Maryland.....	5	86	667		256	30		180,000
Massachusetts.....	2	82	301	134	70			400,000
Michigan	2	43	444	36	129	3,360	872	
Minnesota.....	4	105	441	8	118			70,000
Missouri.....	6	138	473	22	174	2,050	1,000	67,000
Nebraska.....	2	24	60	34	17		200	11,000
New Hampshire.....	1	12	61	6	18			50,000

TABLE 51.—Summary of statistics of schools of medicine, &c.—Continued.

States.	Number of institutions.	Number of instructors.	Students.		Graduates at the commencement of 1886.	Libraries.		Value of grounds, buildings, and apparatus.
			Present number.	Present number who have received a degree in letters or science.		Number of volumes.	Number of pamphlets.	
I.—MEDICAL AND SURGICAL—								
Cont'd.								
2. Regular—Cont'd.								
New York.....	9	242	1,974	191	559	7,400		\$957,000
North Carolina.....	1	6	27	5	6			40,000
Ohio.....	10	146	713	14	254	3,000	3,600	500,000
Oregon.....	1	12	30	4	7	100	400	25,000
Pennsylvania.....	4	113	1,203		379			60,000
South Carolina.....	1	12	50		24			
Tennessee.....	4	51	584	6	208	700	2,800	14,000
Vermont.....	1	24	163	21	51			25,000
Virginia.....	2	25	136		34	46,000	500	150,000
District of Columbia.....	4	64	272	33	50	260		104,800
Total.....	89	1,633	10,431	602	3,203	84,006	10,897	3,531,300
3. Eclectic.								
California.....	1	9	26		14			20,000
Georgia.....	1	8	63	18	10			50,000
Illinois.....	1	17	135		59	100	500	60,000
Indiana.....	1	16	20	10	22	50	300	
Iowa.....	2	33	93	8	15			
Missouri.....	1	7	45			100		16,000
New York.....	1	14	78		15	600	2,500	46,000
Ohio.....	2	19	243		66			65,500
Total.....	10	123	703	36	192	850	3,300	257,500
4. Homœopathic.								
California.....	1	18	34	3	10			3,000
Illinois.....	2	37	342	36	154			70,000
Iowa.....	1	5	39	5	10	300	1,000	10,000
Massachusetts.....	1	30	93	15	18	2,000	2,000	100,000
Michigan.....	1	5	49	5	17	3,360	872	
Missouri.....	1	10	43	11	18			
Nebraska.....	1	6	9		4			
New York.....	2	48	192		54	50	125	
Ohio.....	2	29	136		42	550		
Pennsylvania.....	1	24	161	10	58	5,000	2,000	130,600
Total.....	13	212	1,103	85	385	11,260	5,997	313,000
5. Physio-medical.								
Illinois.....	1	9	20		10			
Indiana.....	1	13	30		18			
Total.....	2	22	50		28			
6. Graduate.								
Illinois.....	2	62	5					1,200
Missouri.....	1	27						
New York.....	2	85	400			626	300	
Pennsylvania.....	2	19	23			109		
Total.....	7	193	428			726	300	1,200

TABLE 51.—Summary of statistics of schools of medicine, &c.—Continued.

States.	Number of institutions.	Number of instructors.	Students.			Libraries.		Value of grounds, buildings, and apparatus.
			Present number.	Present number who have received a degree in letters or science.	Graduates at the commencement of 1886.	Number of volumes.	Number of pamphlets.	
II.—DENTAL.								
California.....	1	26	25	0	13			
Illinois.....	2	54	130		18			
Indiana.....	1	7	30		11			1,500
Iowa.....	1	5	56		18	8	50	
Maryland.....	2	62	224	36	102			10,000
Massachusetts.....	2	40	84	2	36	250		
Michigan.....	1	7	90		29			
Minnesota.....	2	60	21		8			
Missouri.....	2	23	46		10			
New York.....	1	36	179		50			
Ohio.....	1	12	95	18	20			15,000
Pennsylvania.....	3	99	468	14	147			
Tennessee.....	2	19	76		51			
District of Columbia.....	2	34	28		3			
Total.....	23	489	1,552	70	516	258	50	26,500
III.—PHARMACEUTICAL.								
California.....	1	4	60	3	9	50	200	10,000
Illinois.....	1	6	180		99	2,000	5,000	70,000
Indiana.....	1	6	19	0	7	3,266		
Iowa.....	2	7	31					
Kentucky.....	2	7	60	7	9	388	611	23,000
Louisiana.....	1	3	30	2	11	3,150	50	80,000
Maryland.....	1	4	130		33			30,000
Massachusetts.....	1	4	196	5	20	3,400	1,000	85,000
Michigan.....	1	11	61	5	22	2,703	791	
Minnesota.....	1	4	7					
Missouri.....	1	5	115		34	50	500	1,000
New York.....	2	11	301		92	8,000	6,006	147,000
Pennsylvania.....	2	19	621		147	3,900	800	131,000
Tennessee.....	1	6	26		6			
Wisconsin.....	1	9	46		10	15,200	1,200	10,000
District of Columbia.....	1	6	180		99	2,000	5,000	70,000
Total.....	20	112	2,063	22	598	44,107	21,152	657,000
IV.—VETERINARY.								
Illinois.....	1							
Massachusetts.....	1	18	25					
Minnesota.....	1							
New York.....	2							
Pennsylvania.....	1	14	44	2				
Total.....	6	32	69	2				
TOTALS.								
Preparatory.....	5	13	8					
Regular.....	89	1,633	10,431	602	3,203	34,006	10,897	3,531,300
Eclectic.....	10	123	703	36	192	850	3,300	257,500
Homœopathic.....	13	212	1,103	85	385	11,260	5,997	313,000
Physio-medical.....	2	22	50		28			
Graduate.....	7	193	428			726	300	1,200
Dental.....	23	489	1,552	70	516	258	50	26,500
Pharmaceutical.....	20	112	2,063	22	598	44,107	21,152	657,000
Veterinary.....	6	32	69	2				
Grand total.....	175	2,829	16,407	817	4,922	141,207	41,696	4,786,500

TABLE 52.—*Statistics of schools of medicine, of dentistry, and of pharmacy for 1885-'86; from replies to inquiries by the United States Bureau of Education.*
 NOTE.—An asterisk indicates that the statistics are quoted from the report of this Office for 1884-'85; a dagger, that the school admits women as well as men; a double dagger, that it admits colored students. The type in which the name of a school is printed shows how many courses of lectures must be heard to complete the course of instruction, as follows: SMALL CAPITALS, three courses; *italics*, two courses; ordinary type, one course.

1	2	3	4	5	6		7		8		9		10	11
					Post-office address.	Name.	Date of organization.	Dean.	Instructors.	Present number.	Present number who have received a degree in letters or science.	Graduates at commencement of 1886.			Number of volumes.	Number of pamphlets.	Value of grounds, buildings, and apparatus.
1	Jacksonville, Fla.	I.—MEDICAL AND SURGICAL. 1. <i>Preparatory.</i> University of Florida, Medical department.	1883	T. O. Summers, M. D.	5	6	7	8	9	10	11			
2	Lawrence, Kans.	University of Kansas, Medical department.	1880	J. A. Lippincott, president										
3	Portland, Me.	Portland School for Medical Instruction.	1865	C. O. Hunt, M. D., registrar	10									
4	Baltimore, Md.	Johns Hopkins University. Medical department.	.....	Daniel C. Gilman, LL. D., president of university	2	6							
5	Chapel Hill, N. C.	Medical department of the University of North Carolina.	.....	Thomas W. Harris, A. M., M. D., professor	1	2							
6	Mobile, Ala.	2. <i>Undergraduate—Regular.</i> <i>Medical College of Alabama.</i>	1859	William H. Sanders, M. D., secretary	14	133			500	75	\$150,000			
7	Little Rock, Ark.	<i>Medical department of the Arkansas Medical University.</i>	1879	James A. Dibrell, Jr., M. D.	15	53								
8	Los Angeles, Cal.	COLLEGE OF MEDICINE OF THE UNIVERSITY OF SOUTHERN CALIFORNIA.†	1884	J. P. Widney, A. M., M. D.	18	20	5	0	30		12,000			
9	San Francisco, Cal.	COOPER MEDICAL COLLEGE.†	1859	L. C. Lane, M. D.	15	89	12	11	400		90,000			
10	San Francisco, Cal.	MEDICAL DEPARTMENT OF THE UNIVERSITY OF CALIFORNIA.†	1872	Robert A. McLean, M. D.	17	51		7			75,000			
11	Boulter, Colo.	<i>Medical department of the University of Colorado.</i> †	1883	J. A. Sewall, M. D.	7	5		2	50	400	5,000			

TABLE 53.—*Statistics of schools of medicine, of dentistry, and of pharmacy for 1885-'86, &c.*—Continued.

NOTE.—An asterisk indicates that the statistics are quoted from the report of this Office for 1884-'85; a dagger, that the school admits women as well as men; a double dagger, that it admits colored students. The type in which the name of a school is printed shows how many courses of lectures must be heard to complete the course of instruction, as follows: SMALL CAPITALS, three courses; *italics*, two courses; ordinary type, one course.

1 Post-office address.	2 Name.	3 Date of organization.	4 Dean.	5 Instructors.	6 Students.		8 Graduates at commencement of 1886.	9 Library.		11 Value of grounds, buildings, and apparatus.
					Present number.	Present number who have received a degree in letters or science.		Number of volumes.	Number of pamphlets.	
12	1.—MEDICAL AND SURGICAL—Cont'd. 2. <i>Undergraduate—Regular—Cont'd.</i> <i>University of Denver, Medical department.</i>	1880		17	19	0	10			
13	NEW HAVEN, CONN..... MEDICAL DEPARTMENT OF YALE UNIVERSITY.	1813		20	27	10	6			
14	WASHINGTON, D. C..... HOWARD UNIVERSITY, MEDICAL DEPARTMENT. †	1867		7	111	7	32			\$150,000
15	WASHINGTON, D. C..... MEDICAL DEPARTMENT OF THE NATIONAL UNIVERSITY.	1884		21	22	4	9			6800
16	WASHINGTON, D. C..... NATIONAL MEDICAL COLLEGE (COLOMBIAN UNIVERSITY). †	1825		20	106	15	8			25,000
17	WASHINGTON, D. C..... UNIVERSITY OF GEORGETOWN, MEDICAL DEPARTMENT.	1851		16	33	7	10	200		29,000
19	Atlanta, Ga..... <i>Atlanta Medical College.</i>	1855		13	109		38			50,000
20	Atlanta, Ga..... <i>Southern Medical College.</i>	1879		13	92		32			20,000
21	Augusta, Ga..... <i>Medical College of Georgia (University of Georgia).</i>	1829		8	102	0		5,000		30,000
22	Chicago, Ill..... CHICAGO MEDICAL COLLEGE (NORTH-WESTERN UNIVERSITY).	1859		28	125	25	38	250		50,000
23	Chicago, Ill..... <i>College of Physicians and Surgeons of Chicago.</i>	1882		35	151		71			90,000
24	Chicago, Ill..... <i>Tuoh Medical College.</i>	1837		33	404	17	58	0	0	85,000

25	Chicago, Ill.	Women's Medical College of Chicago	1870	William R. Byford, A. M., M. D., president.	22	76	19	.....
26	Quincy, Ill.	Quincy College of Medicine (Chaddock College).†	1882	Virgil McDevitt	10	16	7	.....
27	Evansville, Ind.	Hospital Medical College	1882	George B. Walker, M. D.	11	.....	.....	.....
28	Fort Wayne, Ind.	Fort Wayne College of Medicine†	1879	C. B. Stemon, M. D.	17	21	1	.....
29	Indianapolis, Ind.	Central College of Physicians and Surgeons.	1879	J. O. Stillson, M. D., secretary	13	20	.....	500
30	Indianapolis, Ind.	Medical College of Indiana	1878	J. L. Thompson, M. D.	18	66	27	2,000
31	Des Moines, Iowa.	Iowa College of Physicians and Surgeons.†	1882	Lewis Schooler, M. D.	15	24	3	86
32	Iowa City, Iowa	Medical department, State University of Iowa.	1869	W. F. Peck, M. D.	9	122	35	708
33	Keokuk, Iowa	College of Physicians and Surgeons†	1849	J. C. Hinghes, M. D.	10	138	34	30,000
34	Louisville, Ky.	Hospital College of Medicine (Central University).	1873	William H. Bolling, M. D., president	9	65	15	25
35	Louisville, Ky.	Kentucky School of Medicine	1850	William H. Watlson, M. D.	17	159	60	40,000
36	Louisville, Ky.	Louisville Medical College.	1809	J. A. Ireland, M. D.	13	230	85	.....
37	New Orleans, La.	University of Louisville, Medical department.	1837	J. M. Bodine, M. D.	12	164	81	4,000
38	Brunswick, Mo.	Medical department, Tulane University of Louisiana.	1835	Stanford E. Chahlé, M. D.	19	268	67	3,150
39	Baltimore, Md.	Medical School of Maine, at Bowdoin College.	1820	Alfred Mitchell, M. D., secretary	11	85	20	4,000
40	Baltimore, Md.	Baltimore Medical College.	1880	William Lee, M. D.	16	50	12	25,000
41	Baltimore, Md.	Baltimore University School of Medicine.	1884	Z. K. Wiley, M. D.	16	33	17	.....
42	Baltimore, Md.	College of Physicians and Surgeons	1872	Thomas Optic, M. D.	17	337	146	75,000
43	Baltimore, Md.	University of Maryland, School of Medicine.	1808	J. Edwin Mitchell, A. M., M. D.	20	232	78	80,000
44	Boston, Mass.	Women's Medical College of Baltimore.	1882	Richard Henry Thomas, B. A., M. D.	17	15	3	30
45	Boston, Mass.	College of Physicians and Surgeons†	1880	T. Haven Dearing, M. D.	26	30	4	.....
46	Ann Arbor, Mich.	HAWARD UNIVERSITY MEDICAL SCHOOL	1782	Henry P. Bowditch, M. D.	56	271	134	66
47	Detroit, Mich. (52 La Fayette avenue).	DEPARTMENT OF MEDICINE AND SURGERY OF THE UNIVERSITY OF MICHIGAN.†	1850	A. B. Palmer, M. D., LL. D.	12	327	36	872
48	Minneapolis, Minn.	Detroit College of Medicine c.	1885	Chas. J. Laundry, M. D., secretary	31	117	40	.....
49	Minneapolis, Minn.	COLLEGE OF MEDICINE OF THE UNIVERSITY OF MINNESOTA, &c.	1851	A. B. Palmer, M. D.	20	325	83	.....
50	Minneapolis, Minn.	Minnesota Hospital College of Physicians and Surgeons.	1883	J. T. Moore, M. D.	17	26	0	0
51	St. Paul, Minn.	Minnesota Hospital College†	1881	F. A. Dunsmoor, M. D.	43	69	8	18
52	Columbia, Mo.	ST. PAUL MEDICAL COLLEGE	1878	Alex. J. Stone, M. D.	25	21	11	50,000
53	Kansas City, Mo.	Medical department, University of the State of Missouri.	1845	Woodson Moss, M. D., secretary	6	16	3	20,000
54	Kansas City, Mo.	Kansas City Medical College	1880	E. W. Schaudler, M. D., president of faculty	18	29	10	.....
55	St. Joseph, Mo.	University of Kansas City. Medical department.	1881	J. E. Logan, M. D., secretary	21	30	17	.....
56	St. Joseph, Mo.	Northwestern Medical College of St. Joseph.	1881	Francis A. Simmons, president	12	39	11	.....
57	St. Joseph, Mo.	St. Joseph Medical College.	1877	Jacob Geiger, M. D.	14	22	5	11

c Formed by the consolidation of the Detroit Medical College and the Michigan College of Medicine.
 d Under present name.

a Apparatus.
 b Extinct.

No	Location	Name of School	Year	Faculty	19	40	3	8	400	20,000
70	New York, N. Y. (128 Second avenue).	Women's Medical College of the New York Infirmary.	1868	Emily Blackwell, M. D.	6	27	5	6	40,000	
71	Syracuse, N. Y.	COLLEGE OF MEDICINE OF SYRACUSE UNIVERSITY.	1872	Fredrick Hyde, M. D.	24	36	3	3	20,000	
72	Raleigh, N. C.	LEONARD MEDICAL SCHOOL, <i>id.</i>	1881	H. M. Tupper, D. D., president.	6	27	5	6	40,000	
73	Cincinnati, Ohio	Goodman College of Medicine and Surgery.	1881	R. C. Stockton Reed, M. D.	20	46	2	17		
74	Cincinnati, Ohio	Medical College of Ohio.	1829	W. W. Seely, M. D.	13	211		78		10,000
75	Cincinnati, Ohio	Miami Medical College.	1832	Wm. H. Taylor, M. D.	23	100		37		
76	Cleveland, Ohio.	Medical department of the University of Wooster.	1870	Alvin Eyer, secretary of faculty.	19	43		17		
77	Cleveland, Ohio.	Western Reserve University. Medical department.	1842	Gustav. C. E. Weber, M. D., LL. D.	14	115	11	45	900	250,000
78	Columbus, Ohio.	Columbus Medical College.	1875	D. N. Kinsman, M. D.	16	54		20	100	40,000
79	Columbus, Ohio.	Starling Medical College.	1847	Starling Loring, M. D.	11	91	0	28	2,000	3,000
80	Toledo, Ohio.	Northwestern Ohio Medical College	1883	Sammel S. Thorn	16	16	1	2		200,000
81	Toledo, Ohio.	Toledo Medical College.	1883	Jonathan Pyles, M. D., secretary.	14	33		10		
82	Fordland, Oreg.	Medical department, Willamette University.	1864	Ellis P. Fraser, M. D.	12	30	4	7	160	400
83	Philadelphia, Pa.	Jefferson Medical College.	1826	Roberts Bartholow, M. D., LL. D.	20	531		223		
84	Philadelphia, Pa.	MEDICO-CHIRURGICAL COLLEGE OF PHILADELPHIA.	1881	Peter D. Keyser, A. M., M. D.	16	141		5		
85	Philadelphia, Pa.	UNIVERSITY OF PENNSYLVANIA. MEDICAL DEPARTMENT.	1782	James Tyson, M. D., secretary.	47	381		118		
86	Philadelphia, Pa.	Women's Medical College of Pennsylvania.	1850	Rachel L. Bodley, M. D.	30	156		33		60,000
87	Charleston, S. C.	Medical College of the State of South Carolina.	1833	J. Ford Prioleau, M. D.	12	50		24		
88	Memphis, Tenn.	Memphis Hospital Medical College (Southwestern Baptist University).	1880	Wm. Boddie Rogers, M. D.	10	130		37	300	200
89	Nashville, Tenn.	Medical department of the University of Nashville and Vanderbilt University.	1850	W. L. Nichol, M. D., registrar.	18	231		105		
90	Nashville, Tenn.	Nashville Medical College (University of Tennessee).	1876	Duncan Ewe, M. D.	14	174		56		
91	Nashville, Tenn.	Makery medical department of Central Tennessee College.	1876	G. W. Hubbard, M. D.	9	49	6	10	400	2,600
92	Burlington, Vt.	Medical department of the University of Vermont.	1821	A. P. Grinnell.	24	163	21	51		25,000
93	Richmond, Va.	Medical College of Virginia.	1838	J. S. Dorsey Gullon, M. D.	20	70		17		150,000
94	University of Virginia, Va.	University of Virginia. Medical department.	1825	Chas. S. Venable, chairman of faculty.	5	66		17	46,000	500
95	Oakland, Cal.	CALIFORNIA MEDICAL COLLEGE.	1879	D. McLean, M. D., president.	9	26		14		20,000
96	Atlanta, Ga.	Georgia College of Eclectic Medicine and Surgery.	1839	Jos. Adolphus.	8	63	18	10		50,000
97	Chicago, Ill.	Bennett College of Eclectic Medicine and Surgery.	1868	Milton Jay, M. D.	17	135		50	100	500

f As medical department of the University of Nashville, assuming its present relations in 1874.

d Requires course of four years.

e Includes 4 in pharmacy.

a Under present name.
b Included in report of Dartmouth College (Table 39).
c Apparatus

TABLE 52.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1885-'86, &c.—Continued.

NOTE.—An asterisk indicates that the statistics are quoted from the report of this Office for 1884-'85; a dagger, that the school admits women as well as men; a double dagger, that it admits colored students. The type in which the name of a school is printed, shows how many courses of lectures must be heard to complete the course of instruction, as follows: SMALL CAPITALS, three courses; *italics*, two courses; ordinary type, one course.

Post-office address.	Name.	Date of organization.	Dean.	Instructors.	Students.		Library.		Value of grounds, buildings, and apparatus.	
					Present number.	Present number who have received a degree in letters or science.	Number of volumes.	Number of pamphlets.		
1	2	3	4	5	6	7	8	9	10	11
I.—MEDICAL AND SURGICAL—Cont'd.										
3. Undergraduate—Eclectic—Cont'd.										
98 Indianapolis, Ind.	Indiana Eclectic Medical College†	1880	Lawsen Abbott.....	16	20	10	22	50	300	.....
99 Des Moines, Iowa.	Iowa Medical College†	1882	J. W. Smith, M. D.	14	57	8	10	.....	.....	.....
100 Des Moines, Iowa.	King Eclectic Medical College	1883	O. H. P. Shoemaker, M. D.	19	36	.....	5	.....	.....	.....
101 St. Louis, Mo.	American Medical College†	1874	George C. Fitzer, M. D.	7	43	.....	.....	100	.....	\$16,000
102 New York, N. Y.	Eclectic Medical College of the City of New York.	1865	George W. Boskowitz, M. D.	14	78	.....	15	000	2,500	46,000
103 Cincinnati, Ohio	American Eclectic Medical College†	1879	Benj. K. Matsby, A. M., M. D.	10	.....	0	8	.....	.....	5,500
104 Cincinnati, Ohio	Eclectic Medical Institute†	1843	John M. Seutter	9	243	.....	58	.....	.....	60,000
105 San Francisco, Cal.	HAHNEMANN MEDICAL COLLEGE OF SAN FRANCISCO.	1884	C. B. Curriro, M. D.	18	34	3	10	.....	.....	23,000
106 Chicago, Ill.	Chicago Homeopathic Medical College.	1876	J. R. Kippax, M. D., secretary.	20	120	.....	52	.....	.....	70,000
107 Chicago, Ill.	Hahnemann Medical College and Hospital.	1859	R. Ludlum, M. D.	17	212	36	102	.....	.....	.....
108 Iowa City, Iowa.	Homeopathic medical department, State University of Iowa.	1877	A. C. Cowperthwaite, M. D.	5	39	5	10	300	1,000	10,000
109 Boston, Mass.	BOSTON UNIVERSITY SCHOOL OF MEDICINE†	1873	J. T. Talbot, M. D.	30	98	15	18	2,000	2,000	100,000
110 Ann Arbor, Mich.	Homeopathic Medical College of the University of Michigan.†	1875	Henry L. Obetz, M. D.	5	49	5	17	3,300	872	.....

111	St. Louis, Mo.	<i>Homoeopathic Medical College of Missouri.</i>	1857	S. B. Parsons, M. D.	10	43	11	18	.....
112	Lincoln, Nebr.	UNIVERSITY OF NEBRASKA, COLLEGE OF HOMOEOPATHIC MEDICINE.	1883	Bardlett L. Pain, M. D.	6	9	.....	4	.....
113	New York, N. Y.	<i>New York Homoeopathic Medical College</i>	1860	L. L. Danforth, M. D., secretary.	28	138	.....	41	.....
114	New York, N. Y.	NEW YORK MEDICAL COLLEGE AND HOSPITAL FOR WOMEN.	1861	Clemence Sophia Lozier, M. D.	20	51	.....	13	125
115	Cincinnati, Ohio	<i>Pulse Medical College</i> ¹ .	1872	J. M. Crawford, M. D., registrar.	14	55	.....	16	.....
116	Cleveland, Ohio	<i>Homoeopathic Hospital College</i> ¹ .	1849	J. C. Sanders, A. M., M. D.	15	81	.....	26	550
117	Philadelphia, Pa.	HAHNEMANN MEDICAL COLLEGE AND HOSPITAL.	1848	A. R. Thomas, M. D.	24	161	10	58	2,000 130,000	
5. Undergraduate—Physio-Medical.										
118	Chicago, Ill.	<i>Physio-Medical Institute</i> ¹ .	1885	J. R. Blair, M. D.	9	20	.....	10	.....
119	Indianapolis, Ind.	<i>Physio-Medical College of Indiana</i> ¹ .	1873	C. T. Bedford, M. D., secretary.	13	30	.....	18	.....
5. Graduate.										
120	Chicago, Ill.	Chicago Ophthalmic College ^b .	1886	John E. Harper, president.	6	5	.....	.....	1,200
121	Chicago, Ill.	Chicago Polyclinic ^c	1886	William T. Belchard, M. D., secretary.	56	.....	.....	.....	.....
122	St. Louis, Mo.	St. Louis Post-Graduate School of Medicine. ^d	1886	A. J. Steele, M. D., secretary.	27	.....	.....	.....	.....
123	New York, N. Y.	New York Polyclinic ^d .	1882	John A. Weyth, M. D., secretary.	40	240	.....	.....	.....
124	New York, N. Y. (236 East 20th st.)	New York Post-Graduate Medical School and Hospital. ^e	1882	D. B. St. John Roosa, M. D., LL. D., president.	45	160	.....	625	300
125	Philadelphia, Pa.	Auxiliary department of Medicine, University of Pennsylvania. ^d	1865	J. T. Rothrock, M. D., B. S.	5	23	.....	.....	.....
126	Philadelphia, Pa. (Broad and Lomb streets).	Philadelphia Polyclinic and College for Graduates in Medicine. ^d	1883	Lewis W. Steinbach, secretary.	14	.....	.....	100	.....
II.—DENTAL.										
127	San Francisco, Cal.	<i>Dental department, University of California.</i>	1882	C. L. Goddard, A. M., D. D. S.	26	25	0	13	.....
128	Washington, D. C.	Dental department, National University. ^d	1884	Howard H. Barker, M. D.	19	11	.....	.....	.....
129	Washington, D. C.	Howard University, Dental department. ^d	1884	C. E. Purvis, M. D.	15	17	.....	3	.....
130	Chicago, Ill.	<i>Chicago College of Dental Surgery</i> .	1883	Truman W. Brophy, M. D., D. S.	41	107	.....	16	.....
131	Chicago, Ill.	<i>Northwestern College of Dental Surgery</i> .	1885	F. H. B. McDowell.	13	23	.....	2	.....
132	Indianapolis, Ind.	<i>Indiana Dental College</i> .	1879	William S. Heiskell, D. D. S.	7	30	.....	11	1,500
133	Iowa City, Iowa.	<i>Dental department, State University of Iowa.</i>	1882	L. C. Ingersoll, A. M., D. D. S.	5	56	.....	18	8 50
134	Baltimore, Md.	<i>Baltimore College of Dental Surgery</i> .	1840	R. B. Winder, M. D., D. D. S.	40	103	.....	44	10,000
135	Baltimore, Md.	<i>University of Maryland, Dental department.</i>	1882	Ferdinand I. S. Gorgas, A. M., M. D., D. D. S.	22	121	36	58	.....
136	Boston, Mass.	BOSTON DENTAL COLLEGE.	1868	John A. Follett.	20	58	2	25	250	
137	Boston, Mass.	<i>Harvard University, Dental department.</i>	1868	Thomas H. Chandler, D. M. D.	20	26	.....	11	.....

^e Course from four weeks to one year.

^d Length of course not reported.

^c Six weeks' course.

^b Six terms of four weeks each.

^a Apparatus.

TABLE 52.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1885-'86, &c.—Continued.

NOTE.—An asterisk indicates that the statistics are quoted from the report of this Office for 1884-'85; a dagger, that the school admits women as well as men; a double dagger, that it admits colored students. The type in which the name of a school is printed shows how many courses of lectures must be heard to complete the course of instruction, as follows: SMALL CAPITALS, three courses; *italics*, two courses; ordinary type, one course.

Post-office address.	Name.	Date of organization.	Dean.	Instructors.	Students.		Library.		Value of grounds, buildings, and apparatus.	
					Present number.	Present number who have received a degree in letters or science.	Number of volumes.	Number of pamphlets.		
1	2	3	4	5	6	7	8	9	10	11
138 Ann Arbor, Mich.....	Dental College of the University of Michigan.	1874	J. Taft, M. D., D. D. S.....	7	90	.....	29	.....	.....	.....
139 Minneapolis, Minn.....	Minneapolis Hospital College. Dental department.	1881	W. A. Spakling, D. D. S.....	27	15	.....	8	.....	.....	.....
140 St. Paul, Minn.....	St. Paul Medical College, department of dentistry. ^a	1885	Louis W. Lyon, D. D. S.....	33	6	.....	.....	.....	.....	.....
141 Kansas City, Mo.....	Kansas City Dental College. ^a	1881	J. D. Patterson, D. D. S.....	12	22	.....	2	.....	.....	.....
142 St. Louis, Mo.....	Missouri Dental College.....	1866	H. H. Mudd, M. D.....	16	24	.....	8	.....	.....	.....
143 New York, N. Y.....	New York College of Dentistry.....	1866	Frank Abbott, M. D.....	36	179	.....	50	.....	.....	.....
144 Cincinnati, Ohio.....	Ohio College of Dental Surgery.....	1843	H. A. Smith, D. D. S.....	12	95	.....	18	.....	.....	.....
145 Philadelphia, Pa.....	Pennsylvania College of Dental Surgery.	1855	C. N. Peirce, D. D. S.....	42	157	.....	6	.....	.....	\$15,000
146 Philadelphia, Pa.....	Philadelphia Dental College and Hospital of Oral Surgery. ^a	1863	James E. Garretson, M. D., D. D. S.....	30	200	.....	50	.....	.....	.....
147 Philadelphia, Pa.....	University of Pennsylvania. Dental department.	1878	James Truman, D. D. S.....	27	111	.....	8	.....	.....	.....
148 Nashville, Tenn.....	Dental department, University of Tennessee.	1878	James Y. Crawford, M. D., D. D. S., secretary.	9	.....	.....	12	.....	.....	.....
149 Nashville, Tenn.....	Vanderbilt University, department of Dentistry.	1879	William H. Morgan, M. D., D. D. S.....	10	76	.....	39	.....	.....	.....

II.—DENTAL.—Continued.

No.	Location	Name of School	Year	Faculty	Students	Apparatus	Value	Remarks
150	San Francisco, Cal.	III.—PHARMACEUTICAL. California College of Pharmacy (University of California).	1872	Edward W. Runyon	200	9	10,000	
151	Washington, D. C.	National College of Pharmacy	1872	Charles Becker	5,000	10	70,000	
152	Chicago, Ill. (corner Michigan ave. and Van Buren st.)	Chicago College of Pharmacy	1859	H. D. Garrison	2,000	99		
153	La Fayette, Ind.	School of Pharmacy, Purdue University.	1884	Robert B. Warder	3,266	7		
154	Des Moines, Iowa	Iowa College of Pharmacy	1882	W. W. Hale, D. L. B., M. D., secretary		12		
155	Iowa City, Iowa	Pharmaceutical department of State University of Iowa.	1885	Emil Boronov		19		
156	Louisville, Ky.	Louisville College of Pharmacy	1870	Emil Schoffer, Ph. G., president	200	6	8,000	
157	Louisville, Ky.	Louisville School of Pharmacy for Women.	1882	J. P. Barnum	411	3	615,000	
158	New Orleans, La.	Class in Pharmacy of the medical department of the Tulane University of Louisiana.		Stanford E. Chaille, M. D.	650	11	680,000	
159	Baltimore, Md.	Maryland College of Pharmacy	1841	Joseph Roberts		33	30,000	
160	Boston, Mass.	Massachusetts College of Pharmacy	1867	Henry Ganning	1,000	29	85,000	
161	Ann Arbor, Mich.	School of Pharmacy of the University of Michigan.	1868	Albert B. Prescott, A. M., Ph. D.	791	22		
162	Minneapolis, Minn. (565 Washington ave. S.)	Minnesota College of Pharmacy	1885	J. T. Moore, M. D.		7		
163	St. Louis, Mo. (6th st. near Spruce)	St. Louis College of Pharmacy d*	1865	James M. Good, Ph. G.	500	34	61,000	
164	Albany, N. Y.	Albany College of Pharmacy (Union University)	1881	Willis G. Tucker, president of faculty	5,000	10	77,000	
165	New York, N. Y. (209-213 E. 2nd st.)	College of Pharmacy of the City of New York	1829	Ewen McIndyrc, president	6,000	82	70,050	
166	Philadelphia, Pa.	Philadelphia College of Pharmacy	1821	John M. Maisel, Ph. A. D.	300	147	130,000	
167	Philadelphia, Pa.	Pittsburgh College of Pharmacy	1878	S. Henry Stevens, senior professor	500	31	1,000	
168	Nashville, Tenn.	Department of Pharmacy, Vanderbilt University.	1879	N. T. Lupton, M. D., D. L. D.		6		
169	Madison, Wis.	Department of Pharmacy, University of Wisconsin.	1883	F. B. Power	1,200	10	10,000	
170	Chicago, Ill.	IV.—VETERINARY. Chicago Veterinary College.	1884					
171	Boston, Mass. (50 Vileto st.)	Veterinary department, Harvard University.	1883	Charles P. Lyman, F. R. C. V. S., dean		18		
172	Minneapolis, Minn.	Northwestern Veterinary College	1884					
173	New York, N. Y.	American Veterinary College	1875					
174	New York, N. Y.	New York College of Veterinary Surgeons.	1857					
175	Philadelphia, Pa.	Veterinary department, University of Pennsylvania.	1866	Rush Shippen Hitekoper, M. D., dean		14	44	2

a Length of course not reported. b Apparatus. c Reported also with undergraduates, regular. d Requires four years' practice in pharmacy in addition to course. e Value of apparatus. f Two years with preceptor required in addition to regular course.

Memoranda to Table 52.

Location.	Name.	Remarks.
Boulder, Colo.	School of Pharmacy in the department of medicine of the University of Colorado.....	No information received.
Chapel Hill, N. C.	Department of Pharmacy, University of North Carolina.....	No information received.
Cincinnati, Ohio (southwest corner of 5th and John streets).	Cincinnati College of Pharmacy	No information received.
Memphis, Tenn.	Memphis School of Pharmacy	No information received.
Washington, D. C.	Pharmaceutical College of Howard University.....	No information received.

SUMMARY OF STATE LAWS REGULATING THE PRACTICE OF
MEDICINE.¹

ALABAMA.

[Act approved February 9, 1877.]

No person shall be permitted to practise medicine in any of its branches as a means of livelihood without having obtained a certificate of qualification, either from the Board of Censors of the Medical Association of the State of Alabama, or from the board of censors of one of the county medical societies, which are in affiliation with it. The standard of qualifications for the practice of medicine, together with the rules for the government of the authorized boards of medical examiners, shall be determined from time to time by the State Medical Association. County probate judges shall keep a register of licensed practitioners.

The Board of Censors of the State Medical Association is composed of ten members, elected by the association. This board controls the county boards of censors, which are composed of five members each.

The diplomas of medical colleges confer no right to practise medicine in Alabama; nothing does that except the certificate of some medical board, based upon actual examination.

The county boards examine graduates of reputable medical colleges only; the State board alone examines non-graduates. Non-graduate applicants have become very few.

Persons proposing to begin the study of medicine are examined by the county boards in English grammar and literature, general and United States history, and the elements of arithmetic, geometry, inorganic chemistry, and physics.²

ARKANSAS.

[Act approved March 9, 1881.]

No person may practise medicine or surgery as a profession without being registered in the office of a county clerk. Any person shall be allowed so to register who shall file a certificate of qualification signed by the majority of the county board of medical examiners of the county where he or she offers to register. County boards of examiners consist each of three persons, learned in medicine and surgery and duly registered, who are appointed by the county judges for terms of four years.

Each county board shall meet quarterly to examine all persons appearing before it who desire to practise medicine or surgery; any person satisfying a majority of such board that he or she is twenty-one years of age, of good moral character, and duly qualified to practise medicine and surgery, or either, shall receive a certificate of qualification entitling to registration, which latter must be in the county where the examination was held.

Any person who has been refused registration by any county board may apply for a re-examination by the State Board of Medical Examiners, which is appointed by the Governor, and consists of five members learned in medicine and surgery, and duly registered. If, upon re-examination, such person shall be found qualified to practise, the board shall grant him or her a certificate entitling to registration in any county in the State.

No person desiring to practise medicine shall be excluded therefrom on account of any particular system or school that he may desire to practise.

(A bill requiring all practitioners to be graduates of reputable medical colleges recently passed the State senate, but failed in the house.)

CALIFORNIA.

[Acts approved April 3, 1876, and April 1, 1878.]

The Medical Society of the State of California, the Eclectic Medical Society of the State of California, and the California State Homœopathic Medical Society, and no other corporation or persons, shall each appoint annually a board of examiners of seven persons, who must be regular graduates. These boards shall issue certificates to all persons desiring to practise medicine or surgery who furnish satisfactory proof of having received diplomas or licenses from legally chartered medical institutions in good standing, and (since 1876) to no others. A certificate must be signed by all the members of a board, and shall entitle the holder to practise in any part of the State. The holder must have it recorded in the office of the county clerk in the county where he resides.

¹ This summary has been compiled from the Fifth and Eighth Annual Reports of the Illinois State Board of Health. The provisions of the several laws defining the status of physicians who were already in practise at the time they were passed have been omitted.

² In 1885 sixty sets of examination papers were prepared by the county boards. Of these, two were from applicants for the study of medicine, one of whom was unsuccessful. Of the fifty-eight applicants for the practice of medicine, seven were unsuccessful. One non-graduate passed a successful examination.

The board of examiners must refuse certificates to persons guilty of unprofessional conduct, and must revoke the certificates of holders so guilty. In all cases of refusal or revocation of a certificate the applicant may appeal to the body appointing the board.

(The present law is said to be unsatisfactory, as many persons have been licensed who are totally and notoriously unfit to practise medicine. On the other hand, it has served some good purpose in San Francisco, where several convictions have been had. Its constitutionality has been tried and affirmed in the supreme court.)

COLORADO.

[Act approved March 14, 1881.]

Every person practising medicine must have a certificate signed by a majority of the State Board of Medical Examiners. This board is composed of nine practising physicians, graduates of medical schools of undoubted respectability, six of the regular, two of the homœopathic, and one of the eclectic school, appointed by the Governor for terms of six years.

The board shall issue certificates entitling to practise in the State to all applicants who shall furnish satisfactory proofs of having received diplomas from some legally chartered medical institution in good standing. An applicant not having such diploma shall receive a certificate granting the same privileges upon passing an examination before the board in anatomy, physiology, chemistry, pathology, surgery, obstetrics, and practice of medicine. The holder must record the certificate in the office of the county clerk in the county where he resides.

CONNECTICUT.

[Act approved April 12, 1881.]

Any itinerant person, not an inhabitant of the State, who shall publicly profess to treat, or who shall treat, diseases or injury by any drug, nostrum, manipulation, &c., must procure a license therefor. Selectmen in towns and the chief police officer in cities may issue such licenses upon the payment of twenty dollars for each day each license is to be in force. The penalty for non-compliance with this law by any person is twenty-five dollars for each day it is so non-complied with.

DELAWARE.

[Act passed April 19, 1883.]

It shall not be lawful for any person to practise medicine or surgery in Delaware who has not graduated with the degree of doctor of medicine and received a diploma from some medical college authorized to grant diplomas, unless in possession of a license from a board of medical examiners. This board is required to grant a license for practice in the State to any applicant who shall produce a diploma from a respectable medical college, or who shall, upon full and impartial examination, be found qualified for such practice.

Any person seeking to practise medicine transiently in this State shall appear before any clerk of peace and satisfy him that the provisions of the law have been complied with; whereupon such clerk shall, upon the payment of \$200 per annum, issue to him a license to practise throughout the State.

FLORIDA.

[Act approved March 7, 1881.]

There shall be appointed by the Governor six boards of medical examiners, composed each of from three to five practitioners of five years' practice in the State, and located, respectively, at Tallahassee, Jacksonville, Pensacola, Key West, Ocala, and Tampa, who shall examine persons not graduates of medicine who may purpose to practise medicine, surgery, or obstetrics in the State. Such examination shall include the branches of anatomy, operative and minor surgery, obstetrics, diseases of women and children, and the general laws of health. The boards shall issue certificates to that purport to persons found competent.

GEORGIA.

[Act approved September 28, 1881.]

No person shall practise medicine in this State until he has been authorized to do so by a diploma from an incorporated medical college, and by registering, in the office of the clerk of the superior court in the county where he intends to practise, his name, residence, and place of birth, together with his authority for practising medicine. The person so registering shall make an affidavit stating whether such authority is by diploma or license, the date of the same, and by whom granted.

ILLINOIS.

[Acts approved May 25 and May 29, 1887.]

The State Board of Health shall consist of seven persons appointed for seven years by the Governor, with the advice and consent of the senate. This board shall meet at least twice a year. It shall issue certificates, signed by all its members and entitling to practise in the State, to all applicants furnishing satisfactory proof of having received diplomas or licenses from legally chartered medical institutions in good standing. If an applicant is a non-graduate he must undergo an examination, before the board, of an elementary and practical character, but strict enough to test his qualifications; if he pass it satisfactorily the board shall grant him a certificate as above. Certificates must be recorded in the office of the county clerks.

[Rules of the Illinois State Board of Health.]

To be held in good standing by the State board, colleges must comply with the following schedule of minimum requirements:

1. Conditions of admission to lecture courses: (1) Credible certificates of good moral standing. (2) Diplomas of graduation from a good literary and scientific college or high school, or a first-grade teacher's certificate; or, lacking this, a thorough examination in the branches of a good English education, including mathematics, English composition, and elementary physics or natural philosophy.

2. Branches of medical science to be included in the course of instruction: (1) Anatomy. (2) Physiology. (3) Chemistry. (4) Materia medica and therapeutics. (5) Theory and practice of medicine. (6) Pathology. (7) Surgery. (8) Obstetrics and gynecology. (9) Hygiene. (10) Medical jurisprudence.

3. Length of regular or graduating courses: (1) The time occupied in the regular courses or sessions from which students are graduated shall not be less than five months, or twenty weeks, each. (2) Two full courses of lectures, not within one and the same year of time, shall be required for graduation with the degree of doctor of medicine.

4. Attendance and examinations or quizzes: (1) Regular attendance during the entire lecture courses shall be required, allowance being made only for absences occasioned by the student's sickness, such absences not to exceed twenty per cent. of the course. (2) Regular examinations or quizzes to be made by each lecturer or professor daily, or at least twice each week. (3) Final examinations on all branches, to be conducted, when practicable, by competent examiners other than the professors in each branch.

5. Dissections, clinics, and hospital attendance: (1) Each student shall have dissected during two courses. (2) Attendance during at least two terms of clinical and hospital instruction shall be required.

6. Time of professional studies: This shall not be less than three full years before graduation, including the time spent with a preceptor, and attendance upon lectures or at clinics and hospital.

7. Instruction: The college must show that it has a sufficient and competent corps of instructors and the necessary facilities for teaching, dissections, clinics, &c.

Graduates from institutions not in good standing as above must supplement their diplomas by an examination before the board so as to conform to the minimum requirements.

Non-graduate applicants for licenses must pass an examination in the following subjects: Anatomy, materia medica, theory and practice, gynecology, physiology, pathology, obstetrics, chemistry, surgery, hygiene, and medical jurisprudence.

INDIANA.

There is no law regulating the practice of medicine in this State.

IOWA.

[Act to take effect January 1, 1887.]

Every person seeking to practise medicine, surgery, or obstetrics in this State must obtain a certificate signed by at least five members of the State Board of Examiners. If the applicant is a graduate of a medical school legally organized and in good standing, of which the board shall be the judge, he shall receive a certificate entitling him to practise in the State. If not a graduate from such a school, he shall submit to such an examination as the board may require. The examination shall be in anatomy, physiology, general chemistry, pathology, therapeutics, and the principles and practice of medicine, surgery, and obstetrics; and, if satisfactorily passed, the applicant shall receive a certificate as above. Upon each day of examination all candidates shall be given the same set or sets of questions.

The physicians and secretary of the State Board of Health shall constitute the board of examiners. The different schools of medicine in the State shall be represented in the board by one or more members. Certificates must be recorded with the county

recorders. Certificates may be revoked, by a vote of at least five members of the State board, for felony or incompetency. The standing of a legally chartered medical college shall not be questioned except by a like vote.

KANSAS.

An act to regulate the practice of medicine in Kansas was passed in 1879, but has since been declared unconstitutional. No examinations have been held under it since 1880.

KENTUCKY.

[Act approved February 23, 1874.]

No person may practise medicine in any of its departments in this State who has not graduated at some chartered school of medicine or who does not possess a certificate from one of the district boards of medical examiners. These boards consist each of five physicians, regular graduates, appointed by the Governor for terms of four years, there being one for each judicial district.

Each board shall hold one regular annual session, and shall examine, in the following branches, all applicants who desire to practise medicine: Chemistry, anatomy, physiology, obstetrics, surgery, and so much of practical medicine as relates to the nomenclature, history, and symptoms of disease. The examiners shall grant to applicants found to possess a fair practical knowledge of the above branches certificates signed by at least three members, entitling them to practise in the district. Certificates shall designate the time and the branches the holders are entitled to practise, and shall be issued for not more than five years nor less than one.

(Doctors Pinckney, Thompson, and J. W. Holland, of the State Board of Health assert that in all but a few counties or districts this law is a dead letter.)

LOUISIANA.

[Act approved June 26, 1832.]

No person shall be allowed to practise medicine or surgery in any of their departments without first making affidavit before a judge, or justice of the peace, or clerk of a district court, or notary public in the parish wherein he resides, of his having received the degree of doctor of medicine from a regularly incorporated medical institution of respectable standing, such degree to be manifested by a diploma, which must be indorsed as to the standing of the institution issuing it by the State Board of Health.

The State board shall be required to certify the diploma of any medical institution of credit and respectability without regard to its system of therapeutics, and whether the same be regular, homœopathic, or eclectic. Affidavits so made shall be registered in the office of the clerk of the district court of the parish. The State Board of Health shall publish annually a list of all registered physicians and surgeons in the State.

MAINE.

There is no law regulating medical practice in this State. Such a law passed the Legislature in March, 1837, but was vetoed by the Governor.

MARYLAND.

The only existing act concerning the practice of medicine in Maryland is one providing for the punishment of any person who shall be concerned in producing an abortion.

MASSACHUSETTS.

No law has yet been passed in Massachusetts to regulate the practice of medicine.

MICHIGAN.

[Act of September 7, 1833.]

Every graduate of a legally authorized medical college shall be deemed qualified to practise medicine and surgery in Michigan, provided he files with the county clerk of the county in which he intends to practise a sworn statement setting forth the name and location of the medical college from which he graduated, date of graduation, length of time he attended the same, and school of medicine to which he belongs, which statement shall be duly recorded.

No physician shall be able to collect in any court pay for professional services rendered, unless duly qualified and registered as above.

MINNESOTA.

[Act approved March 6, 1833.]

The faculty of the medical department of the University of Minnesota shall constitute the Board of Medical Examiners. All persons intending to practise medicine who

are graduates must apply to this board, which shall issue certificates signed by all its members, and entitling to practise in the State, to all who furnish satisfactory proof of having received diplomas or licenses from legally chartered institutions in good standing.

Non-graduates may receive such a certificate only on satisfactorily passing an examination before the board, of an elementary and practical character, but sufficiently strict to test their qualifications as practitioners.

MISSISSIPPI.

[Act approved February 28, 1882.]

No person may practise medicine in this State unless he has passed an examination by a board of censors. There is a board of censors, composed of two sanitary commissioners, for each Congressional district, who hold quarterly sessions. Applicants for license are examined only in the following branches of medicine: Anatomy, chemistry, obstetrics, materia medica, physiology, pathology, surgery, and hygiene. The names of those whose examinations are satisfactory are forwarded to the State Board of Health, which board issues thereupon to such persons licenses to practise in the State.

No discrimination can be made against any applicant on account of the system of practice he may advocate. A holder of a license must have it recorded in the office of the circuit clerk in the county in which he resides. No license may be issued to peripatetic quacks nor travelling charlatans.

MISSOURI.

[Act of July, 1883.]

Every person practising medicine in Missouri must possess a certificate from the State Board of Health. The State board shall issue certificates, signed by at least five of its members, and entitling to practise throughout the State, to all applicants who shall furnish satisfactory proof of having received diplomas or licenses from legally chartered medical institutions in good standing, of whatever school or system of medicine. Applicants not graduates nor licentiates are to receive such certificates upon passing a satisfactory examination before the State board, the examination to be of an elementary and practical character, but sufficiently strict to test the qualifications of the candidates. Every person holding a certificate must have it recorded in the office of the county clerk in the county in which he resides.

(The standard of recognition of medical colleges adopted by the Board of Health is the same as in Illinois. The granting of certificates to non-graduate applicants is viewed with disfavor. Medical schools showing a percentage of graduates to matriculates of 45 or over are required to offer a satisfactory explanation of such excess to the board.)

NEBRASKA.

[Act approved March 3, 1881, and amended February, 1883.]

Every person intending to practise medicine in this State must register as a physician with the clerk of the county in which he or she intends to practice. No person shall be entitled to registration unless he or she (1) be a graduate of a legally chartered medical college or institution having authority to grant the degree of doctor of medicine, or (2) can show evidence of having passed a satisfactory examination before medical boards of other States created for the purpose of such examination. No person can recover fees for medical services unless registered.

(A committee of the State Medical Society reported in 1882 that this law was virtually a failure, in so far as the protection of the people against quacks was concerned, since it provided no tribunal for determining the genuineness or value of diplomas and licenses.)

NEVADA.

[Act approved January 28, 1875.]

No person may practise medicine or surgery in this State who has not received a medical education and a diploma from some regularly chartered medical school. The diploma of a person intending to practise must be exhibited to, and a copy of it filed with, the recorder of the county.

NEW HAMPSHIRE.

Every medical society organized under the laws of the State shall elect a board of censors consisting of three members, who shall have authority to examine and license persons to practise medicine, surgery, and midwifery, and no person shall practise those branches until he has received a license from some such board. Licenses shall be issued, without examination, to all persons who furnish evidence by diploma from some medical school authorized to confer degrees that they have pursued some prescribed course of study and have been duly examined. Licenses may be revoked for

cause. No person may practise dentistry who is not duly authorized to practise surgery, unless such person has received a dental degree from some institution authorized to confer the same, or has obtained a license from the New Hampshire Dental Society.

No license is valid until recorded in the office of the clerk of the county where the holder intends to practise.

NEW JERSEY.

[Act approved March 12, 1880.]

Every person practising medicine or surgery in this State must be a graduate of some legally chartered medical college or university in good standing, or some medical society having power by law to grant diplomas. Such person, before commencing practice, is to deposit a copy of his or her diploma with the clerk of the county in which he or she resides. No person, unless qualified as above, may collect fees for medical or surgical services.

NEW YORK.

[Act passed May 29, 1880.]

The degree of doctor of medicine, lawfully conferred by any incorporated medical college or university in this State, shall be a license to practise physic and surgery within the State after the person holding it has been duly registered in the clerk's office of the county where he intends practising. A person holding a diploma, conferring upon him the degree of doctor of medicine, from an incorporated medical school without the State, must exhibit it to the faculty of some such school within the State with such other evidence of his qualifications as they may require. Their indorsement of the diploma will make it a license to practise in the State after the holder has been registered as above. No one may practise under twenty-one years of age.

NORTH CAROLINA.

[Law of April 15, 1859.]

No person shall practise medicine or surgery unless duly licensed by the Board of Medical Examiners of the State of North Carolina.

This board consists of seven regularly graduated physicians, elected for terms of six years by the State Medical Society from among its members, unless the General Assembly choose to elect them. They shall examine all applicants for license in the following branches of medical science: Anatomy, physiology, surgery, pathology, medical hygiene, chemistry, pharmacy, materia medica, therapeutics, and the practice of medicine, and shall issue licenses, signed by at least four of their number, to such as may be found competent.

Two members may issue a temporary license, good until the next regular meeting of the board. Regular meetings must be held at least once a year. Licenses may be rescinded for grossly immoral conduct.

(It is the intention of the Board of Examiners to adopt a higher standard year by year. In 1886 each applicant for license was obliged to submit to examination in (1) surgery and surgical pathology and diseases of the eye and ear; (2) chemistry and pharmacy; (3) anatomy; (4) physiology and medical hygiene; (5) materia medica and therapeutics; (6) obstetrics, and diseases of women and children; (7) practice of medicine and medical pathology.¹)

OHIO.

[Revised Statutes of 1880.]

No person who has not attended two full courses of instruction of at least twelve weeks each, and graduated at a school of medicine, or who cannot produce a certificate of qualification from a State or county medical society, shall practise medicine in any of its departments within the State.

OREGON.

There is no law regulating medical practise in this State. The secretary of the Oregon State Medical Society said (1882): "We have had a bill of some kind before the Legislature at every session for the past ten years, and will continue to do so until we succeed."

PENNSYLVANIA.

[Act of June 1, 1881.]

Every person who practises medicine or surgery in this State shall be a graduate of a legally chartered medical school having authority to confer the degree of doctor of medicine; and such person must be registered and file a copy of his or her medical diploma in the office of the prothonotary of the county in which he or she resides.

¹In 1886 there were 63 applicants, of whom 46 were licensed. They were obliged to answer satisfactorily 66½ per cent. of the questions. In the future the standard will be raised to 70 per cent.

Any person proposing to practise and holding the diploma of a medical school without the State must submit such diploma to the inspection of the faculty of a medical school within the State, who, if they are satisfied as to the qualifications of the applicant, shall indorse it, after which such applicant shall be entitled to register as above.

RHODE ISLAND.

There is no law regulating medical practice in this State, except so far as provided in section 12 of chapter 85, Public Statutes of Rhode Island, that every physician shall cause his name and residence to be recorded in the town clerk's office of the town where he resides, and that he shall, without compensation, report all still births, contagious diseases, and results of vaccination.

The physician is exempt from military and jury duty.

SOUTH CAROLINA.

[Act approved December 17, 1881.]

The Medical Board of this State shall be composed of the physicians and surgeons constituting the local boards of health in the various counties. The degree of doctor of medicine lawfully conferred by any medical college or university in this State shall be a license to practise physic and surgery after the person to whom it is granted shall have complied with the following section of this act:

"Every person authorized to practise physic and surgery within this State shall, before commencing to practise, register in the office of the clerk of the county where he intends to practise his name, residence, and place of birth, together with his authority for so practising physic and surgery."

A person coming to the State may be licensed to practise physic or surgery, or both, within the State in the following manner: If he has a diploma conferring upon him the degree of doctor of medicine, issued by an incorporated university, medical college, or school without the State he shall exhibit the same to the faculty of some incorporated medical college, or the Medical Board of the State, with satisfactory evidence of his good moral character, and such other evidence of his qualifications as physician as the medical college or board may require. If his diploma is approved by them they shall indorse it, and the indorsed diploma shall authorize him to practise surgery and physic within the State.

No person shall practise physic or surgery unless he is twenty-one years of age.

TENNESSEE.

There are no laws bearing upon the practice of medicine in this State.

TEXAS.

The presiding judges of the district courts of the several districts shall appoint a board of medical examiners for their respective districts, to be composed of not less than three practising physicians of known ability, having certificates of qualification under the "Act to regulate the practice of medicine," passed May 16, 1873, and said board of examiners to continue in office 2 years from their appointment.

It shall be the duty of said board to examine all applicants for certificates of qualification to practise medicine in the State, whether such applicants are furnished with medical diplomas or not, upon the following subjects: Anatomy, physiology, pathological anatomy and pathology, surgery, obstetrics, and chemistry; said examination to be thorough.

When the board of medical examiners is satisfied as to the qualifications of the applicant it shall grant to him a certificate to that effect, which shall be recorded with the clerk of the district court of the county in which applicant resides, and shall entitle applicant to practise anywhere in this State.

Dr. W. J. Burt, secretary of the State Medical Association, writes: "We have laws, but they are not efficient."

VERMONT.

A practitioner of medicine or surgery who offers his services to the public shall obtain a certificate from one of the medical societies of the State.

Medical societies, organized under a charter from the General Assembly, shall, at each annual session, elect a board of censors, consisting of 3 members, who shall hold their office till others are elected; which board may examine and license practitioners of medicine, surgery, and midwifery.

Each board of censors shall issue certificates, without fee, to physicians and surgeons who furnish evidence by diploma from a medical college or university or by certificate of examination from an authorized board.

The person to whom a certificate is issued shall cause the same to be recorded in the clerk's office of the county in which he resides, or, if not a resident of the State, in the county in which he obtains such certificate. This certificate shall be valid throughout the State after being duly recorded.

No person practising either of the branches of medicine or surgery shall be permitted to enforce, in the courts, the collection of a fee in the practice of any of the branches for which he has not a certificate as provided in this chapter.

VIRGINIA.

[The law first became operative January 1, 1885.]

The Medical Examining Board of Virginia consists of 3 physicians from each Congressional district in the State and 2 from the State at large, making 32 members, and in addition also 5 homœopathic physicians, members of the board, except homœopaths are nominated by the State Medical Society and appointed by the Governor.

Every applicant for the practice of medicine in Virginia is required to pass a satisfactory examination before the Medical Examining Board before he can commence practice. Graduates and non-graduates are subjected to the same examination.

Any person wishing to be examined, with the view of practising medicine in Virginia, is required to fill out and file with the secretary of the board a form of application, stating age, residence, college where graduated, and date of graduation. The application must be accompanied by a recommendation from 2 citizens of the county in which applicant resides and a fee of \$5.

Examinations may be held by the board in session, which is held regularly twice each year, or during the recess of the board by any 3 individual members thereof whom the applicant may select. When before 3 individual examiners a separate and distinct examination on all the branches before each examiner is required.

The examinations are in chemistry, anatomy, physiology, hygiene, medical jurisprudence, materia medica and therapeutics, obstetrics, gynecology, practice of medicine and surgery.

The examiners report to the president, who issues the license.

WEST VIRGINIA.

[Act approved March 25, 1882.]

The State Board of Health of this State shall consist of 2 physicians from each Congressional district, who shall be graduates of reputable medical colleges, and who shall have practised medicine not less than 12 years. They are appointed by the Governor, and hold their office for 4 years.

The following persons, and no others, shall hereafter be permitted to practise medicine in this State:

First. All persons who are graduates of a reputable medical college. Every such person shall present his diploma to the State Board of Health; if it is found to be genuine the said board shall issue and deliver to him a certificate to that effect, and such diploma and certificate shall entitle the person named in it to practise medicine in all its departments in this State.

Second. All persons who have practised medicine in this State for a period of 10 years prior to the 8th day of March, 1881.

Third. A person who is not a graduate, and has not so practised, desiring to practise shall present himself before the State Board of Health, who shall examine him in anatomy, physiology, chemistry, materia medica, pathological anatomy, surgery, and obstetrics.

If he is found qualified to practise medicine they shall grant him a certificate to that effect, and he shall thereafter have a right to practise medicine in the State.

Every person holding any such certificate shall have it recorded in the office of the secretary of the State Board of Health.

An itinerant physician, desiring to practise medicine in this State, shall pay to the sheriff of every county in which he desires to practise a special tax of \$50 for each month he shall so practise in such county.

WISCONSIN.

There is no law regulating the practice of medicine in this State.

ALASKA.

There is no law regulating the practice of medicine in this Territory.

ARIZONA.

It shall not be lawful for any person to practise medicine, surgery, or obstetrics in this Territory unless such person shall have obtained a diploma regularly issued by a medical college in good standing, or unless such person shall have obtained a license from a board of medical examiners legally existing at the time, and properly qualified to issue such license.

Every person engaged in the practice of medicine, surgery, or obstetrics shall register in the county recorder's office of the county where he intends to practise his name, residence, and place of birth, together with a true and correct copy of his diploma or license.

DAKOTA.

There is no law regulating the practice of medicine in this Territory.

DISTRICT OF COLUMBIA.

Section 5, of "Act to incorporate the Medical Society of the District of Columbia," contains the following:

"After the appointment of the aforesaid medical board no person not heretofore a practitioner of medicine or surgery within the District shall be allowed to practise within the said District without having obtained a license, or the production of a diploma from a respectable medical college, or from a board of examiners established by law."

Dr. G. L. Magruder, treasurer of the society, writes: "The only law that exists in this District in regard to the practice of medicine and surgery is contained in the act incorporating the medical society. It seems to have been inefficient from the fact that no one has been designated to enforce it."

IDAHO.

There are no laws governing the practice of physic in this Territory.

MONTANA.

There are no laws regulating the practice of medicine in this Territory.

NEW MEXICO.

[Act approved March 2, 1882.]

A Territorial board of medical examiners is established, which shall be composed of 7 practising physicians of known ability and integrity, who are graduates of some medical school, college, or university duly established by law, giving each of the 3 schools of medicine the following representation: The allopathic school, 4 members; the homœopathic school, 2 members; the eclectic school, 1 member. They shall hold office for 2 years from and after their appointment.

The board shall issue certificates to all who furnish satisfactory proof of having received diplomas or licenses from legally chartered medical institutions.

All examinations of persons not graduates or licentiates shall be made directly by the board, and the certificates given by a majority of the board shall authorize the possessor to practice medicine and surgery in the Territory of New Mexico.

Every person holding a certificate from a board of examiners shall have it recorded in the county clerk's office in every county in which he practises medicine or surgery.

UTAH.

There is no law regulating the practice of medicine in this Territory.

WASHINGTON TERRITORY.

There is a law requiring the registration of physicians in this Territory.

WYOMING TERRITORY.

No person shall practise medicine, surgery, or obstetrics in this Territory who has not received a medical education and a diploma from some regularly chartered medical school.

Every physician, surgeon, or obstetrician in this Territory shall file for record with the registrar of deeds of the county in which he or she is about to practise his or her profession a copy of his or her diploma.

Every physician, surgeon, or obstetrician, when filing a copy of his or her diploma or certificate of graduation, shall be identified as the person named in the papers about to be filed, by affidavit of 2 citizens of the county, or by his or her affidavit, taken before a notary public, which affidavit shall be filed in the office of the registrar of deeds.

TABLE 53.—Statistical summary of all degrees conferred.

	All courses.		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.....	211,390	480	4,022	147	1,307	16	303	23	55	2	970	181	3,638	0	1,005	104
Total in classical and scientific colleges.....	7,185	475	3,233	145	1,241	16	362	23	36	2	281	181	1,180		856	104
Total in colleges for women.....	4,009	5	789	2	66		1		19				2,458		149	
Total in professional schools.....	3,296										689					
Alabama.....	2,205	18	98	9	43		3	1			7	6	34		14	2
Classical and scientific colleges.....	110	18	50	9	43		3	1							14	2
Colleges for women.....	654		48													
Professional schools.....	41										7		34			
Arkansas.....	11	1	11					1								
Classical and scientific colleges.....	11	1	11					1								
California.....	163	3	6	1	30	2	13					1	52			
Classical and scientific colleges.....	66	3	6	1	30	2	13					1	16			
Colleges for women.....																
Professional schools.....	37											1	30			
Colorado.....	20		3					5					12			
Classical and scientific colleges.....	20		3					5					12			
Connecticut.....	361	29	215	13	5		68				44	9	6		23	7
Classical and scientific colleges.....	347	29	215	13	5		68				30	9	6		23	7
Professional schools.....	14										14					

States and classes.

TABLE 54.—Degrees conferred in 1885-'86

[The following are the explanations of abbreviations used in this table: L. B., Bachelor of Letters; Science; B. C. E., Bachelor of Civil Engineering; C. E., Civil Engineer; B. Agr., Bachelor of Agrimining 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

Location.	Name.	All classes.		Letters.				
		All degrees.		In course, L. B.	A. B.		A. M.	
		In course.	Honorary.		In course.	Honorary.	In course.	Honorary.
1	2	3	4	5	6	7	8	9
1	Auburn, Ala.....	State Agricultural and Mechanical College.	28	2				
2	Greenborough, Ala...	Southern University.....	15			7		4
3	Marion, Ala.....	Howard College.....	13	2		10		1
4	Tuscaloosa, Ala.....	University of Alabama.....	54	14		28		9
5	Batesville, Ark.....	Arkansas College.....	6	0		6		
6	Fayetteville, Ark.....	Arkansas Industrial University.....	5	1		5		
7	Berkeley, Cal.....	University of California.....	616					
8	College City, Cal.....	Pierce Christian College.....	6	0				
9	San Francisco, Cal.....	St. Ignatius College.....	8	0		2		1
10	San José, Cal.....	University of the Pacific.....	29	3		2		1
11	Santa Clara, Cal.....	Santa Clara College.....	6	0				1
12	Santa Rosa, Cal.....	Pacific Methodist College.....	1	0				
13	Boulder, Colo.....	University of Colorado.....	7			3		
14	Colorado Spring, Colo.	Colorado College.....	0	0				
15	Denver, Colo.....	University of Denver.....	610					
16	Fort Collins, Colo.....	State Agricultural College.....	1	0				
17	Golden, Colo.....	State School of Mines.....	2	0				
18	Hartford, Conn.....	Trinity College.....	21	7		10		3
19	Middletown, Conn.....	Wesleyan University.....	63	5		38		19
20	New Haven, Conn.....	Yale University.....	263	17		135		2
21	Newark, Del.....	Delaware College.....	7	2		7		
22	Washington, D. C.....	Columbian University.....	680					
23	Washington, D. C.....	Georgetown College.....	59	2		10		1
24	Washington, D. C.....	Howard University.....	59	0		3		2
25	Washington, D. C.....	National Deaf-Mute College.....	6	0		6		
26	Athens, Ga.....	University of Georgia.....	100	2	8	27		2
27	Atlanta, Ga.....	Atlanta University.....	4	0		4		
28	Atlanta, Ga.....	Clark University.....	5	1		4		
29	Macon, Ga.....	Mercer University.....	8			8		
30	Abingdon, Ill.....	Hedding College.....	5					3
31	Bloomington, Ill.....	Illinois Wesleyan University.....	56	1		44		
32	Bourbonnais Grove, Ill	St. Viateur's College.....	14			2		
33	Chicago, Ill.....	St. Ignatius College.....	8	0		3		
34	Eureka, Ill.....	Eureka College.....	9	0		6		5
35	Evanston, Ill.....	Northwestern University.....	117	7	43	6		5
36	Ewing College, Ill.....	Ewing College.....	3	0		2		
37	Galena, Ill.....	German-English College.....	3	0				1
38	Galesburgh, Ill.....	Lombard University.....	7	1				1
39	Lake Forest, Ill.....	Lake Forest University.....	11	1	3	4		1
40	Lebanon, Ill.....	McKendree College.....	21			1		4
41	Lincoln, Ill.....	Lincoln University.....	8			2		
42	Naperville, Ill.....	Northwestern College.....	15		7.5	2		
43	Quincy, Ill.....	Chaddock College.....	20	2	p6			1
44	Rock Island, Ill.....	Angustana College.....	17	0		13		4
45	Upper Alton, Ill.....	Shurtleff College.....	13			3		
46	Urbana, Ill. (Champaign P. O.)	University of Illinois.....	30	0	q1			
47	Westfield, Ill.....	Westfield College.....	3	3				1
48	Bloomington, Ind.....	The Indiana University.....	34	2	7	16		4
49	Franklin, Ind.....	Franklin College.....	7	1		3		1
50	Greencastle, Ind.....	De Pauw University.....	53	3	9	38		2

a Bachelor of engineering.

b Degrees not all reported.

c Two of these are B. C. (bachelor of commerce).

d Includes 3 LL. M. (master of law).

e Eighteen are "master of law."

f Theological certificates.

g Includes "master of arts."

h These are commercial diplomas.

i "Bachelor of literature."

TABLE 54.—Degrees conferred in 1885-'86 by universities

Location.	Name.	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	9
51	Hartsville, Ind.	Hartsville College.	7	0				
52	Irvington, Ind.	Butler University.	0	2				1
53	La Fayette, Ind.	Purdue University.	19	0				
54	Merom, Ind.	Union Christian College.	10	1		2		2
55	Moore's Hill, Ind.	Moore's Hill College.	9	1		1		1
56	Notre Dame, Ind.	University of Notre Dame.	49	4		2	1	4
57	Richmond, Ind.	Earlham College.	7	1		2		4
58	Terre Haute, Ind.	Rose Polytechnic Institute.	16	0				1
59	Ames, Iowa.	Iowa Agricultural College.	28					
60	College Springs, Iowa.	College Springs College.	5	0		1		
61	Davenport, Iowa.	Griswold College.	5	1		1		
62	Decorah, Iowa.	Norwegian Luther College.	18	0		17		1
63	Des Moines, Iowa.	Drake University.	21			6		
64	Fairfield, Iowa.	Parson's College.	7	2		7		
65	Fayette, Iowa.	Upper Iowa University.	44	1		2		f26
66	Grinnell, Iowa.	Iowa College.	12	7		47		5
67	Hopkinton, Iowa.	Lenox College.	12	5				
68	Indianola, Iowa.	Simpson College.	14	1		9		4
69	Iowa City, Iowa.	State University of Iowa.	155	0		21		
70	Mt. Pleasant, Iowa.	German College.	8	1		2		1
71	Mt. Pleasant, Iowa.	Iowa Wesleyan University.	17	3		5		1
72	Mt. Vernon, Iowa.	Cornell College.	41	1		7		7
73	Oskaloosa, Iowa.	Oskaloosa College.	4		2	2		
74	Oskaloosa, Iowa.	Penn College.	11			6		3
75	Pella, Iowa.	Central University of Iowa.	1	2		1		
76	Tabor, Iowa.	Tabor College.	6	0		3		
77	Toledo, Iowa.	Western College.	13	1	1	5		1
78	Atchison, Kans.	St. Benedict's College.	4					f4
79	Baldwin City, Kans.	Baker University.	12			8		
80	Highland, Kans.	Highland University.		2				
81	Lawrence, Kans.	University of Kansas.	12					
82	Manhattan, Kans.	Kansas State Agricultural College.	23	0				
83	Ottawa, Kans.	Ottawa University.	1	0				
84	St. Mary's, Kans.	St. Mary's College.	4			4		
85	Topeka, Kans.	Washburn College.	6			5		1
86	Bowling Green, Ky.	Ogden College.	5	1		4		
87	Danville, Ky.	Centre College.	27	7		16		10
88	Farmdale, Ky.	Kentucky Military Institute.	9	0	1	6		
89	Georgetown, Ky.	Georgetown College.	8			1		5
90	Lexington, Ky.	Agricultural and Mechanical College of Kentucky.	7	1		3		4
91	Lexington, Ky.	Kentucky University.	10	0		7		3
92	Millersburgh, Ky.	Kentucky Wesleyan College.	5			1		2
93	Richmond, Ky.	Central University.	41	4		7		3
94	Russellville, Ky.	Bethel College.	7	2		4		
95	St. Mary's, Ky.	St. Mary's College.	11	1		3		f4
96	Baton Rouge, La.	Louisiana State University and Agricultural and Mechanical College.	4			2		
97	Convent, La.	Jefferson College (St. Mary's).	4	1		4		1
98	Grand Coteau, La.	St. Charles' College.	6	0		3		
99	Keatchie, La.	Keatchie College.	4	3		1		f3
100	New Orleans, La.	College of the Immaculate Conception.	11			6		3
101	New Orleans, La.	Straight University.	2					
102	New Orleans, La.	The Tulane University of Louisiana.	94	0		2		

a "Proficient in art."

b Includes 20 commercial diplomas and 3 certificates for telegraphy.

c Four are "bachelor of scientific agriculture" and 2 "master of domestic economy."

d "Doctor veterinary medicine."

colleges, and scientific schools, &c.—Continued.

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.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32							
7																													51
6		1				5																						1	52
2														a2														1	53
8																													54
29		1		5						1																	3	55	
16																													56
10		2		4	66																								57
4																													58
3																													59
3																													60
12																													61
1										2																			62
12										3																			63
2														g1	h10														64
3																													65
12																													66
1																													67
12				7						12																			68
2																													69
6		5																											70
2		4		3						11		g7																	71
2																													72
3																													73
5		2																											74
4																													75
1																													76
21		2																											77
1																													78
1																													79
1																													80
21		2																											81
1																													82
1																													83
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1																													86
1													1																87
2																													88
2																													89
2																													90
2																													91
6										2																			92
3																													93
4																													94
2																													95
2																													96
3																													97
3																													98
2																													99
2																													100
2																													101
2																													102
67																													103
11																													104
14																													105

e Graduates in theology.
 f "Master of accounts."
 g "Master of philosophy."

h Seven are diplomas for painting and 3 for music.
 i Includes the degrees for "bachelor of science."
 j Includes 2 "mistress of English literature."

TABLE 54.—Degrees conferred in 1885-'86 by universities,

	Location.	Name.	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	9
103	Brunswick, Me.	Rowdoin College.....	33	3	20	13		
104	Lewiston, Me.	Bates College.....	54	0	27	21		
105	Orono, Me.	Maine State College of Agriculture and the Mechanical Arts.	18	1				
106	Waterville, Me.	Colby University.....	36	5	27	9	2	
107	Annapolis, Md.	St. John's College.....	9	2	64	3	1	2
108	Annapolis, Md.	United States Naval Academy.....	e	0				
109	Baltimore, Md.	Johns Hopkins University.....	49	0	31			
110	Ellicott City, Md.	St. Charles College.....	12		d12			
111	Emmitsburgh, Md.	Mt. St. Mary's College.....	12	1	12			
112	New Windsor, Md.	New Windsor College and Windsor Female College.	8	1	e5	1	2	
113	Westminster, Md.	Western Maryland College.....	27	2	14	12	1	
114	Amherst, Mass.	Amherst College.....	79	7	73			
115	Amherst, Mass.	Massachusetts Agricultural College.....	12	0				
116	Boston, Mass.	Boston University (College of Lib- eral Arts).	f66					
117	Boston, Mass.	Massachusetts Institute of Tech- nology.	59	0				
118	Cambridge, Mass.	Harvard College.....	f81					
119	College Hill, Mass.	Tufts College.....	27	2	14	2	1	
120	Williamstown, Mass.	Williams College.....	80	7	52	27	4	
121	Worcester, Mass.	Worcester County Free Institute of Industrial Science.	31	0				
122	Adrian, Mich.	Adrian College.....	10	2	1	1		
123	Agricultural College, Mich.	Michigan State Agricultural College.....	19	2				
124	Ann Arbor, Mich.	University of Michigan.....	338	4	5	50	4	1
125	Hillsdale, Mich.	Hillsdale College.....	31	7			4	2
126	Holland, Mich.	Hope College.....	14	0	6	8		
127	Kalamazoo, Mich.	Kalamazoo College.....	7		2			
128	Olivet, Mich.	Olivet College.....	13	1	6	1		
129	Collegeville, Minn.	St. John's University.....	30		6	30		
130	Minneapolis, Minn.	University of Minnesota.....	21	0	6			
131	Northfield, Minn.	Carleton College.....	5	0	3			
132	Agricultural College, Miss.	Agricultural and Mechanical College of the State of Mississippi.	19	0				
133	Clinton, Miss.	Mississippi College.....	5	1	4			
134	Holly Springs, Miss.	Rust University.....	2	1	2			
135	Oxford, Miss.	University of Mississippi.....	23	0	9			
136	Rodney, Miss.	Alcorn Agricultural and Mechanical College.	2	0				
137	Bolivar, Mo.	Southwest Baptist College.....	11		1	3	1	
138	Canton, Mo.	Christian University.....	7	0				
139	Cape Girardeau, Mo.	St. Vincent's College.....	13		1	1		
140	Columbia, Mo.	University of the State of Missouri.....	55	3				2
141	Edinburgh, Mo.	Grand River College.....		1				
142	Fayette, Mo.	Central College.....	8	0	3	1		
143	Fulton, Mo.	Westminster College.....	8		4			
144	Glasgow, Mo.	Lewis College.....	5	2	5			1
145	Glasgow, Mo.	Pritchett School Institute.....	3	3	p1	1	2	

a Graduates in theology.

b "Proficient."

c Twenty-five "certificates of proficiency" and 39 "certificates of graduation."

d Certificates of honor.

e "Mistress of polite literature."

f Degrees not all reported.

g D. M. D. (doctor of dental medicine).

h Four are A. M. B. (bachelor of mechanic arts), and 1 A. M. M. (master of mechanic arts).

i Includes 2 in "biology," 3 in "chemistry," and 1 in "mechanical engineering."

colleges, and scientific schools, &c.—Continued.

Science.										Philosophy.				Art.		Theology.	Medicine.		Law.										
Sc. B.		Sc. M.		E.		B. C. E. & C.		B. E. & M. E.		B. Arch.		C. & M. E.		D. E.		Ph. B.	Ph. D.			Mus. B.	Mus. Doc.	D. E.	D. D.	M. D.	D. S.	Ph. G.	L. B.	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.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32							
																	1										2	103	
																	26												104
3		1		11		3							1																105
													1															1	106
1																													107
1										17																			108
													1																109
														1															110
																													111
																	1												112
																	1	1											113
6																	3										3	114	
12																													115
																											48		116
59																													117
																	4	66	g11										118
					h5											6	1												119
												1					3												120
31																													121
1		1								1																		1	122
14		5	2												5														123
113										6		3	1																124
8		4	2	10		2				10				j3		2	2		29		116	2				1		125	
1		1								2		k1																	126
																													127
																													128
6						2																							129
2							1																						130
19																													131
																													132
1																													133
																													134
4										3																			135
2																													136
																													137
3		3																											138
7																													139
110																													140
m22			1	n8	o1												al							3			21		141
																													142
										4																			143
4																													144
1	1																												145

j Includes 1 "art diploma."
 k "Master of philosophy."
 l Commercial diplomas.
 m Two are "bachelors of pedagogics" and 20 are principals of pedagogics."
 n Four are "surveyors."
 o "Bachelor of agricultural science."
 p "Master of English literature."
 q "Bachelor of literature."

TABLE 54.—Degrees conferred in 1885-'86 by universities,

1	Location.	Name.	All classes.		Letters.				
			All degrees.		In course, L. B.	A. B.		A. M.	
			In course.	Honorary.		In course.	Honorary.	In course.	Honorary.
3	4	5	6	7	8	9			
146	Greenwood, Mo.....	Lincoln College.....	6	0	6				
147	Liberty, Mo.....	William Jewell College.....	4	2	4				
148	St. Louis, Mo.....	St. Louis University.....	15	2	5		3		
149	St. Louis, Mo.....	Washington University.....	32	0	5				
150	Springfield, Mo.....	Drury College.....	5	2	3		1		
151	Stewartsville, Mo.....	Stewartsville College.....	8	1	62		c1		
152	Warrenton, Mo.....	Central Wesleyan College.....	10		d4	2			
153	Deer Lodge, Mont.....	The College of Montana.....		1					
154	Crete City, Nebr.....	Doane College.....	9	0	7				
155	Lincoln, Nebr.....	University of Nebraska.....	25	0	5	5	1		
156	Hanover, N. H.....	Dartmouth College.....	98	15	7	48	1	8	
157	Hoboken, N. J.....	Stevens Institute of Technology.....	33						
158	Newark, N. J.....	St. Benedict's College.....	6				6		
159	New Brunswick, N. J.....	Rutgers College.....	44	2	11		18		
160	Princeton, N. J.....	College of New Jersey.....	177	6	96		62	4	
161	Allegany, N. Y.....	St. Bonaventure's College.....	3		3				
162	Annandale, N. Y.....	St. Stephen's College.....	15	4	12		3	1	
163	Aurora, N. Y.....	Wells College.....	2	0	2				
164	Buffalo, N. Y.....	Canisius College.....	7		7				
165	Canton, N. Y.....	St. Lawrence University.....	23	3	4		3	1	
166	Clinton, N. Y.....	Hamilton College.....	58	6	41		17	2	
167	Geneva, N. Y.....	Hobart College.....	10	8	3			1	
168	Hamilton, N. Y.....	Madison University.....	37	5	23		11	2	
169	Ithaca, N. Y.....	Cornell University.....	89	2	71	7	1		
170	Le Roy, N. Y.....	Ingham University.....	3		2				
171	New York, N. Y.....	College of St. Francis Xavier.....	20	3	15		5		
172	New York, N. Y.....	College of the City of New York.....	44		18		3		
173	New York, N. Y.....	Columbia College.....	332	1	63		18		
174	New York, N. Y.....	Manhattan College.....	17	3	15			3	
175	New York, N. Y.....	University of the City of New York.....	259	7	28			2	
176	Poughkeepsie, N. Y.....	Vassar College.....	34		31		3		
177	Rochester, N. Y.....	University of Rochester.....	33	3	22		7		
178	Schenectady, N. Y.....	Union College.....	111	6	15		7		
179	Suspension Bridge, N. Y.....	Niagara University.....	25		7		2		
180	Syracuse, N. Y.....	Syracuse University.....	82	4	28		14		
181	West Point, N. Y.....	United States Military Academy.....	2						
182	Chapel Hill, N. C.....	University of North Carolina.....	27	8	17				
183	Mt. Pleasant, N. C.....	North Carolina College.....		2				1	
184	Raleigh, N. C.....	Shaw University.....	6						
185	Wake Forest, N. C.....	Wake Forest College.....	14		6		6		
186	Akron, Ohio.....	Buchtel College.....	15		4				
187	Athens, Ohio.....	Ohio University.....	5	7	1			2	
188	Berea, Ohio.....	Baldwin University.....	6		1				
189	Berea, Ohio.....	German Wallace College.....	11	0	5				
190	Brooklyn Village, Ohio.....	Calvin College.....	3		3				
191	Cincinnati, Ohio.....	St. Xavier College.....	12	0	11		1		
192	Cincinnati, Ohio.....	University of Cincinnati.....	12	0	1	7			
193	Cleveland, Ohio.....	Adelbert College of Western Reserve University.....	66	3	1	14	6	1	
194	Cleveland, Ohio.....	Case School of Applied Science.....	6						
195	College Hill, Ohio.....	Belmont College.....	6						
196	Columbus, Ohio.....	Capital University.....	8		8				
197	Columbus, Ohio.....	Ohio State University.....	18	0	6				
198	Delaware, Ohio.....	Ohio Wesleyan University.....	50		10	34			
199	Gambier, Ohio.....	Kenyon College.....	14		12				

a "Bachelor of engineering."

b One "mistress of the liberal arts" and 1 "mistress of music."

c "Master of accounts."

d Normal diplomas.

e Graduates in theology.

f "Mechanical engineer."

g Includes 1 "doctor of science."

h Includes 1 "L. H. D."

i These are "S. T. D."

TABLE 54.—Degrees conferred in 1885-'86 by universities,

	Location.	Name.	All classes.		Letters.				
			All degrees.		In course, L. D.	A. B.		A. M.	
			In course.	Honorary.		In course.	Honorary.	In course.	Honorary.
1	2	3	4	5	6	7	8	9	
200	Granville, Ohio	Denison University	11	.....	1	6	.....	.....	.....
201	Hiram, Ohio	Hiram College	4	.....	.....	4	.....	.....	.....
202	Marietta, Ohio	Marietta College	5	2	.....	5	.....	.....	.....
203	Mt. Union, Ohio	Mt. Union College	19	.....	.....	10	.....	.....	.....
204	New Athens, Ohio	Franklin College	5	.....	.....	4	.....	.....	.....
205	New Concord, Ohio	Muskingum College	3	.....	.....	.....	.....	.....	.....
206	Oberlin, Ohio	Oberlin College	69	.....	26	36	.....	.....	.....
207	Rio Grande, Ohio	Rio Grande College	2	.....	.....	2	.....	.....	.....
208	Springfield, Ohio	Wittenberg College	6	.....	.....	5	.....	.....	.....
209	Tiffin, Ohio	Heidelberg College	15	3	.....	12	.....	.....	1
210	Urbana, Ohio	Urbana University	2	.....	.....	1	.....	1	.....
211	Westerville, Ohio	Otterbein University	11	3	.....	8	.....	.....	.....
212	Wilberforce, Ohio	Wilberforce University	7	.....	.....	7	.....	.....	.....
213	Wilmington, Ohio	Wilmington College	1	.....	.....	1	.....	.....	.....
214	Wooster, Ohio	University of Wooster	82	6	.....	20	.....	33	1
215	Yellow Springs, Ohio	Antioch College	5	.....	.....	5	.....	.....	.....
216	Eugene City, Oreg.	University of Oregon	2	1	.....	.....	.....	.....	.....
217	Forest Grove, Oreg.	Pacific University and Tualatin Academy	3	.....	.....	2	.....	.....	.....
218	McMinnville, Oreg.	McMinnville College	0	2	.....	.....	.....	.....	.....
219	Salem, Oreg.	Willamette University	7	.....	.....	2	.....	.....	.....
220	Allegheny City, Pa.	Western University of Philadelphia	14	1	.....	.....	5	.....	.....
221	Allentown, Pa.	Muhlenberg College	30	1	.....	16	.....	14	1
222	Anville, Pa.	Lebanon Valley College	4	1	.....	.....	3	.....	.....
223	Beatty, Pa.	St. Vincent's College	41	0	.....	65	.....	15	.....
224	Beaver Falls, Pa.	Geneva College	16	2	.....	8	.....	.....	.....
225	Easton, Pa.	Lafayette College	72	8	.....	28	.....	25	2
226	Freeland, Pa. (Collegeville P. O.).	Ursinus College	12	3	.....	1	.....	.....	.....
227	Gettysburgh, Pa.	Pennsylvania College	45	7	.....	21	.....	20	2
228	Greenville, Pa.	Thiel College	12	6	.....	12	.....	.....	4
229	Grove City, Pa.	Grove City College	12	.....	.....	3	.....	.....	.....
230	Haverford College, Pa.	Haverford College	14	1	.....	4	.....	3	.....
231	Jefferson, Pa.	Monongahela College	3	1	.....	.....	2	.....	1
232	Lancaster, Pa.	Franklin and Marshall College	35	5	.....	28	.....	7	1
233	Lewisburgh, Pa.	Bucknell University	20	2	.....	10	.....	6	.....
234	Lincoln University, Pa.	Lincoln University	34	1	.....	34	.....	.....	.....
235	Meadville, Pa.	Allegheny College	30	29	.....	30	.....	.....	24
236	Philadelphia, Pa.	La Salle College	9	0	.....	8	.....	1	.....
237	Philadelphia, Pa.	Pennsylvania State College	4	1	.....	.....	.....	.....	.....
238	South Bethlehem, Pa.	Lehigh University	37	.....	.....	2	.....	.....	.....
239	Swarthmore, Pa.	Swarthmore College	10	.....	2	3	.....	1	.....
240	Villanova, Pa.	Villanova College	4	.....	.....	.....	.....	.....	.....
241	Washington, Pa.	Washington and Jefferson College	42	7	.....	30	.....	5	.....
242	Providence, R. I.	Brown University	85	4	.....	59	.....	23	1
243	Columbia, S. C.	Allen University	3	.....	.....	.....	.....	.....	.....
244	Columbia, S. C.	South Carolina College	29	1	.....	16	.....	2	.....
245	Greenville, S. C.	Furman University	5	0	.....	1	.....	2	.....
246	Newberry, S. C.	Newberry College	3	0	.....	3	.....	.....	.....
247	Orangeburgh, S. C.	Claflin University and South Carolina Agricultural College and Mechanics' Institute	4	2	.....	3	.....	.....	1
248	Spartanburgh, S. C.	Wofford College	5	.....	.....	5	.....	.....	.....
249	Clarksville, Tenn.	Southwestern Presbyterian University	9	3	.....	2	.....	2	.....
250	Jackson, Tenn.	Southwestern Baptist University	42	3	.....	2	.....	2	.....
251	Knoxville, Tenn.	University of Tennessee, Tennessee Agricultural and Mechanical College	27	2	.....	5	.....	3	.....

a Four are "masters of philosophy."

b Three are diplomas in post-graduate course.

c "Master of accounts."

d Graduates in theology.

e Eight are "bachelors of metallurgy" and 4 "analytical chemists."

TABLE 54.—Degrees conferred in 1885-'86 by universities,

Location.	Name.	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	9	
252	Lebanon, Tenn.	Cumberland University	51	2	...	5	...	...	...
253	McKenzie, Tenn.	Bethel College	19	0	...	a14	...	...	...
254	Maryville, Tenn.	Maryville College	6	2	3	3	...	...	...
255	Memphis, Tenn.	Christian Brothers' College	9	2	...	5	...	b4	2
256	Mossy Creek, Tenn. ...	Carson College	0	1	...	...	...	...	1
257	Nashville, Tenn.	Central Tennessee College	18	0	...	3	...	...	...
258	Nashville, Tenn.	Roger Williams University	8	2	...	5	...	3	...
259	Nashville, Tenn.	Vanderbilt University	172	1	...	4	...	4	...
260	Sewanee, Tenn.	University of the South	6	3	...	1	...	...	...
261	Austin, Tex.	University of Texas	28	...	g3	1	...	...	...
262	Georgetown, Tex.	Southwestern University	12	2	...	4	...	5	...
263	Salt Lake City, Utah. .	University of Desaret	12	...	...	...	...	...	...
264	Burlington, Vt.	University of Vermont and State Agricultural College.	90	4	...	18	...	5	3
265	Northfield, Vt.	Norwich University	3	...	...	...	...	...	...
266	Ashland, Va.	Randolph Macon College	8	2	...	2	...	6	...
267	Hampden Sidney Col- lege, Va.	Hampden Sidney College	13	4	g2	10	...	1	...
268	Lexington, Va.	Virginia Military Institute	19	1	...	...	...	...	...
269	Lexington, Va.	Washington and Lee University	17	6	...	3	...	3	...
270	New Market, Va.	New Market Polytechnic Institute	2	0	...	2	...	...	...
271	Richmond, Va.	Richmond College	16	4	...	9	...	7	...
272	Salem, Va.	Roanoke College	15	1	...	9	...	...	...
273	University of Vir- ginia, Va.	University of Virginia	52	0	2	...	...	3	...
274	Walla Walla, Wash. .	Whitman College	4	0	...	2	...	...	...
275	Morgantown, W. Va. .	West Virginia University .....	...	3	...	...	...	...	...
276	Appleton, Wis.	Lawrence University	14	1	5	4	...	1	...
277	Beloit, Wis.	Beloit College	23	3	...	12	...	7	...
278	Galesville, Wis.	Galesville University .....	...	3	...	...	...	...	...
279	Madison, Wis.	Milton College	2	2	...	...	...	...	...
280	Madison, Wis.	University of Wisconsin	97	7	16	10	...	j3	...
281	Racine, Wis.	Racine College	10	7	...	3	...	4	2
282	Ripon, Wis.	Ripon College	10	1	...	2	...	2	...
283	Watertown, Wis.	Northwestern University	5	...	...	5	...	...	...

a "Bachelor of accounts."

b Two are "masters of accounts."

c Graduates in theology.

d "Bachelor of engineering."

e One is an honorary degree.

f One is a "D. C. L." (doctor of civil law).

g "Bachelor of literature."

	55	27	24	24
86 Wellesley College	4	2	2	2
87 Bennett Seminary	4	2	2	2
88 Blue Mountain Female College	14	13	4	1
89 Brookhaven, Miss	6	06		
90 Pontotoc, Miss	64	17		
41 Starkville Female Institute	17	4	2	2
42 Columbia, Mo.	4	4	9	7/2
43 Columbia, Mo.	4	4	11	
44 Fayette, Mo	11	11	8	3
45 Fulton, Mo	11	11	8	3
46 Jennings, Mo.	3	3	1	1
47 Lexington, Mo.	11	11	8	3
48 Mexico, Mo.	11	11	8	3
49 Bordentown, N. J.	9	9	1	1
50 Pennington, N. J.	8	98	1	1
51 Charlotte, N. C.	21	917	2	2
52 Greenvborough, N. C.	8	91	2	2
53 Lenoir, N. C.	5	93	7	10
54 Thomasville, N. C.	18	1	5	5
55 Cincinnati, Ohio	5	5	8	8
56 Glendale, Ohio	18	1	5	5
57 Hillsborough, Ohio	8	8	1	1
58 Anderson, S. C.	11	611	1	1
59 Greenville, S. C.	11	618	1	1
60 Brownsville, Tenn	3	3	1	1
61 Franklin, Tenn.	7	67	2	2
62 Jackson, Tenn.	19	19	5	17
63 McMinnville, Tenn.	8	8	2	2
64 Mini Presbborough, Tenn	10	10	3	3
65 Nashville, Tenn	42	42	8	8
66 Shelbyville, Tenn.	3	3	43	43
67 Winchester, Tenn	23	12	3	3
68 Montpelier, Vt.	2	2	8	8
69 Danville, Va	4	4	1	1
70 Danville, Va	2	2	1	1
71 Danville, Va.	76	676	2	2
72 Marion, Va	12	12	2	2
73 Norfolk, Va	212	212	2	2
74 Petersburg, Va.	19	19	15	15
75 Stannton, Va.	12	12	14	14

a Degrees not specified.
 b Two are "full graduates," 5 are graduates in the eclectic course, and 2 are graduates in full.
 c Nine are "English graduates," and 7 are "full graduates."
 d "Doctor of divinity."
 e Ten are "full graduates" and 13 are graduates in the eclectic course.
 f Seminary diplomas.
 g Diplomas in music.
 h Diplomas received on completion of regular course.
 i "Doctor of philosophy."
 j Six are diplomas on completion of regular course and 14 on completion of English course.
 k Honorary.
 l "Full graduate."
 m Includes 1 degree of "Doctor of Laws."
 n Graduates in music.
 o Degree of "graduate."
 p "Mistress of Science."
 q These are "full graduates."
 r One is honorary.
 s Four are "full graduates," 3 special diplomas, and 4 "excellent diplomas" to post graduates.
 t Three are "full graduate" degrees and 15 "partial graduate" degrees.
 u Four are "maids of arts" and 3 are "maids of English."
 v "M. E. C. L." (mistress of English and classical literature).
 w Seventy-four of these are graduates in schools and 2 are "full graduates."
 x Eight are "full graduates" and 4 graduates in English course.
 y Graduates in schools.
 z "Full graduates."

TABLE 56.—Degrees conferred in 1885-'86 by professional schools not connected with universities and colleges.

[The following are the explanations of abbreviations used in 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.]

	Location.	Institutions.	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	10
SCHOOLS OF THEOLOGY.										
1	Selma, Ala.....	Selma University.....	a5							
2	Talladega, Ala.....	Theological department of Talladega College.	2	2						
3	Oakland, Cal.....	Pacific Theological Seminary.....	a1							
4	Hartford, Conn.....	Hartford Theological Seminary.....	a14							
5	Washington, D. C.....	Wayland Seminary.....	b23							
6	Chicago, Ill. (1050 N. Halsted street).	Presbyterian Theological Seminary of the Northwest.c	a21							
7	Chicago, Ill. (Wheeler Hall, Washington Boulevard).	Western Theological Seminary.....	b5							
8	Morgan Park, Ill.....	Baptist Union Theological Seminary.	a14							
9	Rock Island, Ill.....	Augustana Theological Seminary.....	a13							
10	Dubuque, Iowa.....	German Presbyterian Theological School of the Northwest.	b4							
11	Lexington, Ky.....	College of the Bible.....	a14							
12	Louisville, Ky.....	Southern Baptist Theological Seminary.	d12							
13	Bangor, Me.....	Bangor Theological Seminary.....	b5							
14	Baltimore, Md. (corner Fulton street and Edmonson avenue).	Centenary Biblical Institute.....	a46							
15	Baltimore, Md.....	Theological Seminary of St. Sulpice and St. Mary's University.	e40							
16	Andover, Mass.....	Andover Theological Seminary.....	a13							
17	Cambridge, Mass.....	Episcopal Theological School.....	11	11						
18	Newton Centre, Mass.....	Newton Theological Institution.....	a11							
19	Faribault, Minn.....	Seabury Divinity School.....	2	2						
20	Red Wing, Minn.....	Red Wing Norwegian Evangelical Lutheran Seminary.	a10							
21	St. Louis, Mo.....	Eden College.....	a33							
22	Crete, Nebr.....	German Congregational Theological Seminary.	a2							
23	Madison, N. J.....	Drew Theological Seminary.....	f26	12						
24	New Brunswick, N. J.....	Theological Seminary of the Reformed (Dutch) Church in America.	b12							
25	Princeton, N. J.....	Theological Seminary of the Presbyterian Church.	a12							
26	South Orange, N. J.....	Diocesan Seminary of the Immaculate Conception.	a4							
27	Auburn, N. Y.....	Auburn Theological Seminary.....	b16							
28	Canton, N. Y.....	Canton Theological Seminary.....	b4							
29	Hartwick Seminary, N. Y.....	Hartwick Seminary, Theological department.	a1							
30	New York, N. Y.....	General Theological Seminary of the Protestant Episcopal Church.	23	23						
31	New York, N. Y. (1200 Park avenue).	Union Theological Seminary.....	b37							
32	Staufordville, N. Y.....	Christian Biblical Institute.....	a4							
33	Troy, N. Y.....	St. Joseph's Provincial Seminary.	e39							
34	Conover, N. C.....	Theological department of Concordia College.	a1							

a Number of graduates reported

b These are diplomas.

c Name changed to McCormick Theological Seminary of the Presbyterian Church.

d Eight "full graduates" and 4 "English graduates."

e Number of priests ordained during the year.

f Fourteen of these are diplomas.

TABLE 56.—Degrees conferred in 1885-'86 by professional schools, &c.—Continued.

Location.	Institutions.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
			In course, D. D.	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	10
SCHOOLS OF THEOLOGY—continued.									
35	Raleigh, N. C.	Theological department of St. Augustine's Normal School.	a2						
36	Cincinnati, Ohio	Hebrew Union College.	15	e12	3				
37	Cleveland, Ohio	St. Mary's Theological Seminary.	b6						
38	Columbus, Ohio	German Lutheran Seminary.	d13						
39	Dayton, Ohio	Union Biblical Seminary.	e10						
40	Tiffin, Ohio	Heidelberg Theological Seminary.	d10						
41	Xenia, Ohio	United Presbyterian Theological Seminary of Xenia.	d4						
42	Allegheny, Pa.	Theological Seminary of the Reformed Presbyterian Church.	a2						
43	Allegheny, Pa.	Western Theological Seminary of the Presbyterian Church.	a18						
44	Bethlehem, Pa.	Moravian Theological Seminary.	4	4					
45	Gettysburgh, Pa.	Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States.	a13						
46	Lancaster, Pa.	Theological Seminary of the Reformed Church in the United States.	f11						
47	Meadville, Pa.	Meadville Theological Seminary.	d4	1					
48	Philadelphia, Pa. (214 Franklin street).	Theological Seminary of the Evangelical Lutheran Church at Philadelphia.	d20						
49	Selin's Grove, Pa.	Missionary Institute.	d5						
50	Upland, Pa.	Crozer Theological Seminary.	d13						
51	Hampden Sidney College, Va.	Union Theological Seminary.	a12						
52	Theological Seminary, Va.	Protestant Episcopal Theological Seminary of Virginia.	d5						
53	Franklin, Wis.	Mission House.	d7						
54	Milwaukee, Wis.	Lutheran Theological Seminary of the Synod of Wisconsin.	a6						
55	Nashotah, Wis.	Nashotah House.	3	3					
56	St. Francis, Wis.	Seminary of St. Francis of Sales.	g35						
SCHOOLS OF LAW.									
57	Chicago, Ill.	Union College of Law of Chicago and Northwestern Universities.	40					49	
58	Baltimore, Md.	School of Law of the University of Maryland.	21					21	
59	Cincinnati, Ohio.	Law School of the Cincinnati College.	79					79	
SCHOOLS OF MEDICINE.									
60	Mobile, Ala.	Medical College of Alabama.	34		33		1		
61	Oakland, Cal.	California Medical College.	14		14				
62	San Francisco, Cal.	Hahnemann Medical College of San Francisco.	h11		11				
63	San Francisco, Cal.	Cooper Medical College.	11		11				
64	Washington, D. C.	Medical department of the National University.	i9		i9				
65	Atlanta, Ga.	Atlanta Medical College.	38		38				
66	Atlanta, Ga.	Georgia College of Eclectic Medicine and Surgery.	10		10				
67	Atlanta, Ga.	Southern Medical College.	32		32				

a These are diplomas.

b Received orders.

c Degree of rabbi.

d Number of graduates reported.

e Seven regular diplomas and 3 certificates for English course.

f Nine regular course, 2 partial course.

g Number of priests ordained during the year.

h One is an honorary degree.

i Degrees not specified.

TABLE 56.—Degrees conferred in 1885-'86 by professional schools, &c.—Continued.

	Location.	Institutions.	Degrees of all classes in course.	Theology.		Medicine.			Law.		
				In course, D. D.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.	
		2	3	4	5	6	7	8	9	10	
		SCHOOLS OF MEDICINE—continued.									
68	Chicago, Ill	Bennett College of Eclectic Medicine and Surgery.	50			50					
69	Chicago, Ill	College of Physicians and Surgeons of Chicago.	71			71					
70	Chicago, Ill	Hahnemann Medical College and Hospital.	a102			a102					
71	Chicago, Ill	Physio-Medical Institute	10			10					
72	Chicago, Ill	Rnsh Medical College	58			58					
73	Fort Wayne, Ind	Fort Wayne College of Medicine.	12			12					
74	Indianapolis, Ind	Central College of Physicians and Surgeons.	12			12					
75	Indianapolis, Ind	Indiana Eclectic Medical College.	22			22					
76	Des Moines, Iowa	Iowa College of Physicians and Surgeons.	b12			b12					
77	Keokuk, Iowa	College of Physicians and Surgeons.	34			34					
78	Louisville, Ky	Kentucky School of Medicine	60			60					
79	Baltimore, Md	Baltimore Medical College	12			12					
80	Baltimore, Md	College of Physicians and Surgeons.	146			146					
81	Baltimore, Md	University of Maryland School of Medicine.	78			78					
82	Baltimore, Md	Woman's Medical College of Baltimore.	3			3					
83	Minneapolis, Minn	Minneapolis College of Physicians and Surgeons.	3			3					
84	Minneapolis, Minn	Minnesota Hospital College	17			8	9				
85	St. Paul, Minn	St. Paul Medical College	11			11					
86	St. Joseph, Mo	Northwestern Medical College of St. Joseph.	11			11					
87	St. Joseph, Mo	St. Joseph Medical College	11			11					
88	St. Louis, Mo	American Medical College	6			6					
89	St. Louis, Mo	Homœopathic Medical College of Missouri.	c20			c20					
90	St. Louis, Mo	St. Louis College of Physicians and Surgeons.	c19			c19					
91	St. Louis, Mo	St. Louis Medical College	18			18					
92	Omaha, Nebr	Omaha Medical College	5			5					
93	Brooklyn, N. Y	Long Island College Hospital.	52			52					
94	Buffalo, N. Y	Medical department, University of Buffalo.	44			44					
95	New York, N. Y	Bellevue Hospital Medical College.	139			139					
96	New York, N. Y	Eclectic Medical College of the City of New York.	15			15					
97	New York, N. Y	New York Medical College and Hospital for Women.	13			13					
98	New York, N. Y	Woman's Medical College of the New York Infirmary.	8			8					
99	Cincinnati, Ohio	American Eclectic Medical College.	8			8					
100	Cincinnati, Ohio	Cincinnati College of Medicine and Surgery.	17			17					
101	Cincinnati, Ohio	Eclectic Medical Institute	58			58					
102	Cincinnati, Ohio	Medical College of Ohio	78			78					
103	Cincinnati, Ohio	Miami Medical College	1			1					
104	Cleveland, Ohio	Homœopathic Hospital College	26			26					
105	Columbus, Ohio	Columbus Medical College	20			20					
106	Columbus, Ohio	Starling Medical College	28			28					
107	Toledo, Ohio	Northwestern Ohio Medical College.	2			2					
108	Philadelphia, Pa	Hahnemann Medical College and Hospital.	d61			d61					

a Eight are *ad eundem* degrees.

b Two are honorary degrees.

c Includes 2 *ad eundem* degrees.

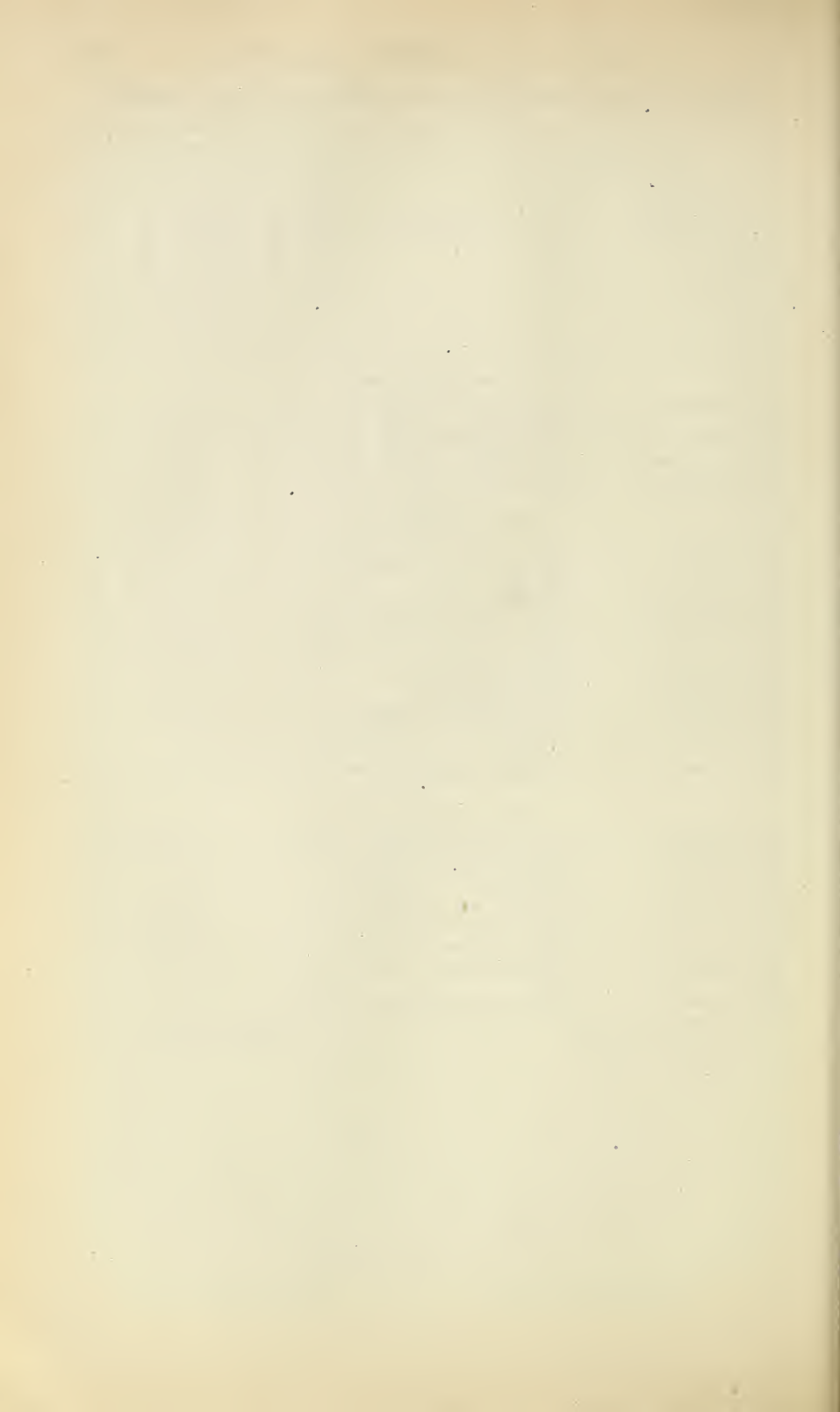
d Three are honorary degrees.

TABLE 56.—Degrees conferred in 1885-'86 by professional schools, &c.—Continued.

	Location.	Institutions.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
				In course, D. D.	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	10
		SCHOOLS OF MEDICINE—continued.								
109	Philadelphia, Pa.....	Medico-Chirurgical College of Philadelphia.	5			5				
110	Philadelphia, Pa.....	Woman's Medical College of Pennsylvania.	33			33				
111	Charleston, S. C.....	Medical College of the State of South Carolina.	24			20		4		
112	Richmond, Va.....	Medical College of Virginia.....	17			17				
		SCHOOLS OF DENTISTRY.								
113	Chicago, Ill.....	Chicago College of Dental Surgery.	16					16		
114	Chicago, Ill.....	Northwestern College of Dental Surgery.	2					2		
115	Indianapolis, Ind.....	Indiana Dental College.....	11					11		
116	Baltimore, Md.....	Baltimore College of Dental Surgery.	44					44		
117	Baltimore, Md.....	University of Maryland, Dental department.	a26					a26		
118	Boston, Mass.....	Boston Dental College.....	25					25		
119	Kansas City, Mo.....	Kansas City Dental College.....	2					2		
120	St. Louis, Mo.....	Missouri Dental College.....	8					8		
121	New York, N. Y.....	New York College of Dentistry.	50					50		
122	Cincinnati, Ohio.....	Ohio College of Dental Surgery.	17					17		
123	Philadelphia, Pa.....	Pennsylvania College of Dental Surgery.	48					48		
124	Philadelphia, Pa.....	Philadelphia Dental College and Hospital of Oral Surgery.	50					50		
		SCHOOLS OF PHARMACY.								
125	Washington, D. C.....	National College of Pharmacy...	10					b10		
126	Chicago, Ill.....	Chicago College of Pharmacy...	99					99		
127	Louisville, Ky.....	Louisville College of Pharmacy...	8					8		
128	Louisville, Ky.....	Louisville College of Pharmacy for Women.	3					3		
129	Baltimore, Md.....	Maryland College of Pharmacy...	33					33		
130	Boston, Mass.....	Massachusetts College of Pharmacy.	20					20		
131	New York, N. Y.....	College of Pharmacy of the City of New York.	82					82		
132	Philadelphia, Pa.....	Philadelphia College of Pharmacy.	147					147		
133	Pittsburgh, Pa.....	Pittsburgh College of Pharmacy.	47					47		

a One *ad eundem* degree.

b Doctor of pharmacy.



APPENDIX VII.

SPECIAL TRAINING.

- I.—INDUSTRIAL TRAINING IN VARIOUS FORMS.
 - II.—TRAINING IN ART.
 - III.—MILITARY TRAINING.
 - IV.—TRAINING FOR BUSINESS PURSUITS.
 - V.—TRAINING OF NURSES.
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SPECIAL TRAINING.

I.—INDUSTRIAL TRAINING IN VARIOUS FORMS.

TABLE 57.—*Summary of the statistics of schools giving industrial training in various forms.*

Class of schools.	Number of schools reporting.	Instructors.	Students.			Volumes in libraries.	Income.	Expenditure.
			Total.	Male.	Female.			
For white youth	26	321	9,530	3,223	6,041	8,343	\$266,032	\$320,590
For colored youth	11	50	782	280	502	16,903	38,418	37,107
For Indians	12	139	1,444	924	520	3,684	236,068	208,565
Manual-training schools	14	63	1,544	1,328	216	4,450	133,980	123,950
Totals	63	582	13,300	5,755	7,279	33,380	674,498	699,212

TABLE 58.—Statistics of schools giving industrial training in various forms for 1885-'86; from replies to inquiries by the United States Bureau of Education—PART I.

1 Post-office address.	2 Name.	3 Year of establishment.	4 Superintendent.	5 How supported.
1 Talladega, Ala.	Industrial department, Talladega College	1867	Rev. H. S. De Forest, president.	Benevolent funds, R. M. A.
2 Little Rock, Ark.	Adelphi Smith Industrial Home	1884	Miss Elizabeth H. McIntosh	W. H. M. Sec. and individual contributions.
3 Fort Stevenson, Dak.	Fort Stevenson Industrial School	1883	George W. Scott	By the Government
4 Yankton, Dak.	Dakota Indian Industrial School	1884	Rev. Wm. A. Kennedy	Charity and Government aid.
5 Atlanta, Ga.	Industrial Department, Clark University	1889	E. O. Thayer, president	Slater fund and sale of articles.
6 Savannah, Ga.	Haven Industrial Home School	1885	Mrs. J. L. Whetstone	By the W. H. M. S.
7 Thomasville, Ga.	Connecticut Industrial School	1886	Mrs. W. L. Gordon	American Mission Association.
8 Chicago, Ill.	Railroad Mission Industrial School	1872	Mrs. Solva Bruntall	Mrs. Joseph Field, 31st Pres. Ch.
9 Des Plaines, Ind.	St. Mary's Training School	1882	Brother Leo	Tuition, contributions.
10 Richmond, Ind.	Busy Bee	1897	Martha Valentine	By donation.
11 Wabash, Ind.	White's Indiana Manual-Labor Institute	1852	Oliver H. Bates	By Government allowance for Indian children; by product of Institute farm.
12 Wetumka, Ind. Ter.	Leveing Mission Manual-Labor School	1881	J. G. Vore	Appropriation by Creek Council and Southern Baptist Convention.
13 Mt. Hamill, Iowa.	White's Iowa Manual-Labor Institute	1880	Benjamin Miles	Government appropriation and proceeds of farm.
14 Arkansas City, Kans.	Chillico Indian Industrial School	1884	W. R. Branham, Jr.	Government appropriation.
15 Lawrence, Kans.	Haskell Institute School for Indians	1884	Charles Robinson	By the United States Government.
16 Hallowell, Me.	Maine Industrial School for Girls	1873	E. Rowe, Jr.	Partially by State and contributors.
17 Carroll, Mt.	St. Mary's Industrial School for Boys	1866	Brother Bernardine	By appropriation, labor of the inmates, and donations.
18 Dorechester, Mass. (Centro street).	Industrial School for Girls	1853	Mrs. S. B. Clark, matron	By annual subscription and income from fund (raised by private subscription).
19 Boston, Mass. (201 North street).	Industrial Schools (2), (Boston North End Mission).	.....	Rev. L. D. Younkin	The Mission Y. W. C. T. U. donations.
20 Brookline, Mass.	Vacation Industrial School	1882	S. C. Griffin, principal	Town.
21 Roxbury, Mass. (45 Bartlett-street, Boston Highlands).	South End Industrial School	1884	S. A. M. Edes	By churches and individual donations.
22 Kalamazoo, Mich.	Children's Home Training School for Girls	1878	Miss Head	Voluntary subscriptions.

TABLE 58.—Statistics of schools giving industrial training in various forms for 1885-'86, &c.—PART I—Continued.

	1	2	3	4	5
	Post-office address.	Name.	Year of establishment.	Superintendent.	How supported.
23	Lansing, Mich.	Industrial School for Girls of the Lausning Industrial Aid Society.	1878	Mrs. Nancy Andrews	By contribution.
24	Columbus, Miss.	Mississippi Industrial Institute and College.	1885	E. W. Jones	State appropriation.
25	Edwards, Miss.	The Southern Christian Institute of Mississippi.	1882	Jephthah Hobbs	Farm, donations, tuition, &c.
26	St. Louis, Mo. (s. e. corner Morgan and 22d streets).	Industrial School, St. Joseph's Convent	1856	Sisters of Mercy	Benefactors.
27	St. Ignatius, Mont.	St. Ignatius Mission School	1864	Rev. L. Van Corp, s. J.	Mostly by Government aid.
28	Genoa, Neb.	Genoa Indian Trading School	1884	Horace B. Chase	By United States Government.
29	Santa Fe, N. Mex.	Romona Indian Industrial department of University of New Mexico.	1885	Eliot Whipple	United States Government pays \$150 per year for each pupil; American Missionary Association pays the teachers.
30	Albany, N. Y. (148 N. Pearl street).	Industrial Schools (Children's Friend Society).	1857	Margaret J. McElroy, treasurer	Voluntary subscriptions.
31	Brooklyn, N. Y. (Sterling Place, bet. Flatbush and Vanderbilt aves.)	Brooklyn Industrial School Association and Home for Destitute Children.	1854	Miss Battice, matron	By voluntary contributions.
32	Brooklyn, N. Y.	Eastern District Industrial School	1854	Miss Mary E. Whittelsey	Private donations, bequests, and contributions.
33	Brooklyn, N. Y. (Congress and Clinton streets).	St. Paul's Industrial School	1868	Sister Maria Louise	Industry of pupils and charitable contributions.
24	New York, N. Y. (155 Worth street).	Five Points House of Industry	1850	William F. Barnard	Public and private charity.
35	New York, N. Y. (29 East 29th street).	Industrial Schools (12) of the American Female Guardian Society.	1894	Mrs. C. C. North, president	City appropriation and voluntary contributions.
36	New York, N. Y. (105, 107, 109 East Houston st.)	Industrial School of St. Augustine's Chapel.	1870	Miss M. P. Darby	Appropriation Trinity Parish.
37	New York, N. Y. (58 St. Mark's Place).	Industrial School of the United Hebrew Charities.	1889	Etiza Woodle, principal	Friends of United Hebrew Charities.
38	New York, N. Y. (125 St. Mark's Place).	Wilson Industrial School for Girls (and Mission).	1862	Miss Anna W. Kirkwood, principal	Voluntary contributions.

39	Rochester, N. Y.	The Industrial School of Rochester	1856	Miss C. A. Hamilton	Voluntary donations and children's board.
40	Rochester, N. Y.	Industrial School of the Sisters of Mercy	1873	Mother Hieronymo	Private funds.
41	Cleveland, Ohio	Industrial School and Home (Children's Aid Society)	1876	William Sampson	Charitable donations.
42	Carlisle, Pa.	Training School for Indian Youth	1879	R. H. Pratt, captain Tenth Cavalry	By the Government.
43	Martinsburgh, Pa.	Indian Industrial Training School	1885	Philip H. Bridenbaugh, A. M.	By the Government.
44	Philadelphia, Pa. (718 Catharine street)	Friends' West District Colored School	1842	Jane S. Street, principal	Endowed.
45	Philadelphia, Pa. (n. e. cor. Walnut and Twenty-fourth streets)	St. James' Industrial School for Girls	1875	Mrs. George Boker, secretary	Contributions.
46	Orangeburg, S. C.	Simpson Industrial Home	1884	S. Q. Pardum	W. H. Mission Society.
47	Knoxville, Tenn	Slater Training School	1880	Emily L. Ansfm	Voluntary contributions.
48	Menawautee, Wis	Good Shepherd Industrial School	1877	M. M. St. Elizabeth	Private contributions, industry of inmates, and United States Government.

TABLE 58.—Statistics of schools giving industrial training in various forms for 1885-'86, &c.—PART II.

No.	Name.	Instructors.	Age for admission.	Inmates.				Volumes in library.	Income.	Expenditure.	Industries taught.	
				Sex.		Race.						
				Male.	Female.	White.	Colored.					Indians.
1	Industrial department, Talladega College.....	5	7	8	9	10	11	12	13	14	15	16
2	Adeline Smith Industrial Home.....	2	13-	51	34	.....	.....	83	140	\$941	.....	.....
3	Fort Stevenson Industrial School.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	Dakota Indian Industrial School.....	5	8	50	.....	5	.....	45	250	6,000	.....	.....
5	Industrial department, Clark University.....	7	15	60	90	.....	.....	150	.....	3,000	.....	.....
6	Haven Industrial Home School.....	3	.....	49	76	.....	.....	125	300	.....	.....	.....
7	Connecticut Industrial School.....	4	5	40	70	.....	.....	110	.....	6,000	.....	.....
8	Railroad Mission Industrial School.....	24	6	162	.....	130	32	.....	.....	3,000	.....	.....
9	St. Mary's Training School.....	21	7	260	.....	(260)	.....	.....	.....	200	178	.....
10	Easy Bee.....	15	.....	25	50	75	0	.....	0	21,710	24,530	.....
11	White's Indiana Manual-Labor Institute.....	16	6-9	31	46	7	.....	70	300	28,368	26,500	.....
12	Levang Mission Manual-Labor School.....	3	10	50	50	.....	.....	100	53	7,500	7,500	.....
13	White's Iowa Manual-Labor Institute.....	11	6-18	41	46	12	.....	75	200	12,963	13,333	.....
14	Chillicothe Indian Industrial School.....	18	.....	135	60	.....	.....	195	.....	30,600	30,600	.....
15	Haskell Institute, school for Indians.....	9	.....	189	67	.....	.....	256	100	.....	.....	.....
16	Maine Industrial School for Girls.....	6	7-15	.....	60	.....	.....	.....	400	8,216	7,791	.....
17	St. Mary's Industrial School for Boys.....	13	8-16	459	.....	459	.....	.....	1,200	51,324	72,083	.....
18	Industrial School for Girls.....	2	8-12	.....	27	24	3	.....	.....	4,565	4,474	.....
19	Industrial Schools (2), (Boston, North End Mission).	21	7-15	0	122	122	0	.....	.....	.....	.....	.....
20	Vacation Industrial School.....	1	12	45	.....	45	.....	.....	0	250	250	.....

21	South End Industrial School.....	21	7-	50	200	250	0	1,000	3,000	3,000	Printing, sewing, cooking, drawing and designing, carpentry, and kitchen gardening.
22	Children's Home Training School for Girls.....	10	2-10	0	20	20	.....	50	1,500	1,500	Housework and sewing.
23	Industrial School for Girls of the Lansing Industrial Aid Society.....	10	7-14	0	83	75	8	.....	300	294	Plain sewing and housework.
24	Mississippi Industrial Institute and College.....	3	6	160	307	307	300	250	2,104	2,300	Dressmaking, wood-carving, cooking, printing, &c.
25	The Southern Christian Institute of Mississippi.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Farming or agriculture.
26	Industrial School, St. Joseph's Convent.....	20	8-	81	102	.....	.....	1,500	0	.....	Sewing, cooking, washing, and ironing.
27	St. Ignatius Mission School.....	.....	6-18	.....	.....	.....	183	2,000	25,000	25,000	Carpentry, blacksmithing, harness-making, printing, tailoring, general housework, sewing, washing, cooking, &c.
28	Genoa Indian Training School.....	13	6	97	56	.....	153	0	26,250	.....	Farming, harness and shoe making, carpentering, sewing tailoring, and housework.
29	Romona Indian department of University of New Mexico.....	4	6	35	12	.....	47	0	10,241	10,336	Gardening, carpentry, shoe-making, painting, sewing, cooking, and general housework.
30	Industrial Schools (Children's Friend Society).....	3	4-14	.....	.....	.....	.....	0	1,900	2,000	Housework, sewing, cooking, and gardening
31	Brooklyn Industrial School Association and Home for Destitute Children.....	13	2	114	70	6184	.....	350	55,137	42,474	Sewing, cooking, all household duties, and carpentry.
32	Eastern District Industrial School.....	2	2-12	107	59	166	.....	400	20,141	31,950	Sewing, darning, and mending.
33	St. Paul's Industrial School.....	14	14-	0	185	185	0	400	21,717	22,743	Machine and hand sewing, dressmaking, and housework.
34	Five Points House of Industry.....	6	5-13	312	209	521	.....	1,000	30,877	34,965	Type-setting, housework, cooking, and sewing.
35	Industrial Schools (12) of the American Female Guardian Society.....	52	3-21	2,050	3,500	5,500	50	1,500	17,560	44,837	Sewing, drawing, kitchen gardening, and cooking.
36	Industrial School of St. Augustine's Chapel.....	46	6-	.....	615	615	.....	.....	600	600	Hand and machine sewing, embroidery, worsted work, cutting and fitting.
37	Industrial School of the United Hebrew Charities.....	5	10-	.....	200	200	.....	343	.....	2,861	Sewing and embroidery.
38	Wilson Industrial School for Girls (and Mission).....	4	5	.....	250	.....	.....	.....	9,000	9,000	Sewing and household work.
39	The Industrial School of Rochester.....	4	1	(130)	.....	.....	130	300	8,669	7,772	Chair-seating, cooking, sewing, and domestic work.
40	Industrial School of the Sisters of Mercy.....	6	7-	.....	75	75	.....	200	15,770	15,850	Laundry-work, housework, and sewing in all of its different branches.
41	Industrial School and Home (Children's Aid Society).....	7	4-16	66	.....	66	.....	.....	.....	.....	General farm-work, &c.
42	Training School for Indian Youth.....	23	10-18	286	149	.....	485	781	89,206	89,206	Blacksmithing and wagon-making, carpentering, tailoring, shoe-making, tinning, harness-making, painting, printing, farming, cooking, and sewing.
43	Indian Industrial Training School.....	9	6	44	22	.....	66	400	7,800	9,200	Shoemaking, tailoring, blacksmithing, carpentering, farming, and gardening.
44	Friends' West District Colored School.....	4	5-6	66	77	143	.....	.....	.....	.....	Sewing to the girls.
45	St. James' Industrial School for Girls.....	4	3-	2	76	78	0	.....	400	.....	Washing, cooking, baking, sweeping, &c.
46	Simmons' Industrial Home.....	16	.....	.....	.....	.....	.....	.....	.....	.....	Domestic economy and sewing.
47	Slater Training School.....	6	5	65	189	0	254	700	1,531	1,534	Sewing, cooking, housekeeping, and carpentry.
48	Good Shepherd Industrial School.....	12	.....	.....	200	200	.....	.....	23,965	23,740	Plain sewing, dressmaking, fancy work, and house-keeping.

a The number in the Home; there are five industrial schools cared for by the association, each numbering over 100 pupils.

TABLE 59.—Statistics of manual-training schools for 1885-'86; from replies to inquiries by the United States Bureau of Education—PART I.

1	2	3	4	5
Post-office.	Name.	Year of establishment.	Superintendent.	How supported.
1 Denver, Colo.	Haish Manual-Training School	1885	Chas. H. Wright	Endowment and contributions.
2 Chicago, Ill. (Michigan avenue and Twelfth street).	Chicago Manual-Training School	1883	Henry H. Belfield, A. M., principal	Partly tuition; partly subscription.
3 New Orleans, La.	Manual-Training School of Tulane University.	.....	John M. Ordway, A. M., director	.....
4 Baltimore, Md.	Baltimore Manual-Training School.	1884	John D. Ford, v. A., engineer U. S. N., principal	Appropriation by city council.
5 Boston, Mass.	Manual-Training School of Public High School.	1885	.....	.....
6 Minneapolis, Minn.	Artisan's Training School (University of Minnesota).	.....	Cyrus Northrop, LL. B., president	.....
7 St. Louis, Mo.	Manual-Training School of Washington University.	1879	C. M. Woodward	Fees and endowment.
8 New York, N. Y.	Industrial department, College of New York City.	1883	Alex. S. Webb, LL. D., president	From the college appropriation.
9 New York, N. Y.	Workman's School (Heb. Soc. Ethic. Culture)	1880	G. Damberger	.....
10 Cleveland, Ohio	Cleveland Manual-Training School	1886	Newton M. Anderson	By tuition.
11 Toledo, Ohio	Scott Manual-Training School (Toteto University).	1885	Ralph H. Miller	.....
12 Philadelphia, Pa.	Manual-Training School.	1885	Wm. L. Sayre, principal	From the public funds.
13 Nashville, Tenn.	Course in Manual Technology (Vanderbilt University).	1884	L. C. Garland, A. M., LL. D., chancellor	.....
14 Crozet, Va.	Miller Manual-Labor School	1878	C. E. Vawter, A. M.	Endowed.

II.—TRAINING IN ART.

The tabulated statistics here presented (pp. 605-606) by no means include all the incorporated or prominent schools in the country. The Hartford School, the Chicago Academy of Design, the Manchester (N. H.) Art Association, the Free School of Design of the Brooklyn Art Association, the School of Design of the University of Cincinnati, the Women's Art Museum Association of Cincinnati, and the Pennsylvania Academy of Fine Arts have furnished no recent information.

The general and special features of industrial and fine art instruction in this country are so fully treated in the Special Report on Art and Industry, partly published and partly in course of preparation in this Office, that no attempt at discussion of facts or theories will be attempted in this volume.

TABLE 60. — *Statistics of art instruction for 1885-'86; from replies to inquiries by the United States Bureau of Education.*

Post-office address.	Name of art school.	Name of director.	Number of instructors.	Number of pupils.	Branches taught.
	1	2	3	4	5
San Francisco, Cal. (430 Pine street).	California School of Design.	Emil Carlsson.	2	80	Drawing from the antique, from life, from still-life, and from landscape.
New Haven, Conn.	School of the Fine Arts, Yale University.	John F. Weir, S.A.	6	644	Drawing, painting, sculpture, architecture, and copper-plate etching. A course in the history and criticism of art.
Urbana, Ill. (post-office, Campaign, Ill.).	School of Architecture, University of Illinois.	N. Clifford Kieker, M. Arch.	1	24	Elements of drawing, architectural drawing, architectural designing, history and esthetics of architecture.
Urbana, Ill. (post-office, Campaign, Ill.).	School of Art and Design, University of Illinois.	Prof. Peter Roos	.....	.....	Elementary perspective, science of perspective, clay modelling, modelling of ornaments, constructive designs, water colors, anatomy, study of drapery, oil painting, sketching from nature.
Baltimore, Md. (315 North Charles street).	Decorative Art Society.	Fanny Stockbridge, corresponding secretary.	2	132	Embroidery, drawing, painting.
Baltimore, Md.	Maryland Institute for the Promotion of Mechanic Arts.	Prof. Otto Fuchs, principal of School of Art and Design.	13	643	Free-hand drawing, painting, modelling, mechanical and architectural drawing.
Easton, Mass. (Garrison street).	Lowell Free School of Practical Design, Massachusetts Institute of Technology.	Charles Kashner	3	61	Designing for fabrics, wall-paper, carpets, &c., and in weaving (Jacquard loom).
Boston, Mass.	Course in Architecture, Massachusetts Institute of Technology.	.....	8	638	.....
Boston, Mass.	Museum of Fine Arts.	Edward C. Cabot, chairman.	5	100	Drawing, painting, decorative designing.
Boston, Mass.	Normal Art School of Massachusetts.	George H. Bartlett.	9	395	Free-hand drawing, historic ornament, perspective, anatomy and drawing of the figure, industrial design, harmony and chemistry of color, water-color painting, oil painting, architectural design, machine drawing, topographical drawing, sculpture, modelling, and casting.
Northampton, Mass.	School of Art of Smith College.	Dwight W. Tyson.	6	622	.....
Springfield, Mass.	Art Association Drawing Classes.	Professors Denison and Davis.	.....	.....	Mechanical and free-hand drawing, pen and ink drawing, geometrical drawing, topographical drawing, lettering, ornamentation sketching.
Ann Arbor, Mich.	University of Michigan, Department of Science and Art.	Halsey C. Ives.	8	180	Drawing, modelling, painting, perspective, architectural and mechanical drawing, composition and wood carving. See the Ladies' Art Association of New York City.
St. Louis, Mo.	St. Louis School of Fine Arts, Washington University.	Mrs. S. J. Taftler, directress.	.....	.....	.....
Brocklyn, N. Y. (467 Taylor street, Brooklyn branch).	The Ladies Art Association.	Rev. Charles Babcock, A.M., professor of architecture.	.....	.....	Free-hand and linear drawing, perspective architecture, designing, modelling, photography.
Ithaca, N. Y.	Cornell University, course in architecture and industrial art.	George W. Plymton	9	1,381	Perspective, mechanical, architectural and form drawing, modelling, decorative designing, free-hand.
New York, N. Y. (Cooper Union Building).	Cooper Union Night Schools of Science and Art.	.....	.....	.....	.....

a Not including students mentioned in other parts of the university catalogue.

b All students in the institute are taught drawing.

TABLE 60.—*Statistics of art instruction for 1885-'86, &c.*—Continued.

Post-office address.	Name of art school.	Name of director.	Number of instructors.	Number of pupils.	Branches taught.
1	2	3	4	5	6
New York, N. Y.	Cooper Union Woman's Art School....	Mrs. Susan N. Carter.....	9	287	Oil painting, life and cast drawing, wood-engraving, photography, water colors, crayons, India-ink.
New York, N. Y. (4 West 14th street).	The Ladies' Art Association.....	Mrs. Ferdinand A. Marsily, president.....	.....	.....	Drawing: Pencil, charcoal, pen and ink. Painting: Oil, water colors, tapestry colors. Plaster-casting: Repousse, copper, silver, and brass. Designing: Wall-paper, china, &c. Decoration and house furnishing.
New York, N. Y. (143-147 East 23d street).	Art Students' League.....	Chas. R. Lamb, president....	9	485	Drawing, painting, modelling.
Poughkeepsie, N. Y.	School of Painting of Vassar College.	Henry Van Ingen.....	1	23	Drawing from the antique, from nature, lessons in perspective, drawing and painting from life-models, landscape, and still-life.
Syracuse, N. Y.	College of Fine Arts of Syracuse University.	Rev. Charles W. Sims, D. D., LL. D., chancellor.	9	437	Architecture, sculpture, painting, engraving, modelling, etching, photography.
Cincinnati, Ohio.....	Art Academy of Cincinnati.....	A. T. Gosborn, director.....	12	339	Oil painting and drawing from life, perspective, decorative design, water-color painting, sculpture, wood-carving.
Columbus, Ohio (15 East Long street).	Columbus Art School.....	W. S. Goodnough.....	4	163	Drawing from copy, models, casts, the antique, and nature, decorative design, water colors, oil painting, modelling.
Toledo, Ohio.....	Toledo Manual-Training School.....	R. H. Miller.....	6	209	Free-hand drawing, mechanical drawing, drafting, architectural drawing, machine drawing, geometrical ornamentation.
Philadelphia, Pa.	Franklin Institute Drawing School....	Wm. H. Thorne.....	4	365	Free-hand, architectural, and mechanical drawing and oil painting.
Philadelphia, Pa. (s. w. corner Broad and Master streets).	Philadelphia School of Design for Women.	Emily Sartain.....	14	231	Drawing from the antique, portrait and landscape painting, etching, modelling, wood-carving, wood-engraving, flower painting, china decoration, thorough courses in the industrial and fine arts; also instruction given in anatomy.
Philadelphia, Pa. (Museum, Memorial Hall, Fairmount Park; school, 1326 Spring Garden street).	The Pennsylvania Museum and School of Industrial Art.	William P. Pepper, president.	9	218	Drawing, painting, modelling, and designing for industrial purposes, thorough technical instruction in carving and in textile manufactures.
Pittsburgh, Pa.	Pittsburgh School of Design for Women.	Annie W. Henderson.....	5	139	Drawing from casts, anatomical drawing, drawing from the antique, flower painting, oil painting, drawing and painting from life.
Providence, R. I. (Hopkin Homestead Building, 283 Westminster street).	Rhode Island School of Design.....	G. C. Anthony, registrar....	5	230	Model drawing, charcoal drawing, painting from nature, sculpture and design, free-hand, mechanical, and architectural drawing.
Washington, D. C. (branch 1325 F street N. W.)	The Ladies' Art Association.....	.....	1	.....	See The Ladies' Art Association of New York City.

III.—MILITARY TRAINING.

Heretofore the schools and colleges which make military education their chief object, or a very prominent part of their instruction and discipline, have been dispersed through several tables in the reports of this Office. Here, however, they have been brought together in Table 61, page 609.

While many of the colleges, and even secondary schools, of this country are offering optional courses and studies to their pupils, the purpose and theory of these schools lead them to preserve with singular tenacity the rigid discipline and severer studies which have been found most efficient in producing the consummate soldier, the highly trained man who combines self-reliance with obedience, energy with self-restraint. The principles underlying this system are so well stated by a superintendent of one of these schools that the following paragraphs from his remarks are quoted:¹

"The system of government in this institution happily conspires to help you in this work, not by diminishing your responsibility but by defining and enforcing it; and this makes it necessary that I should enter into some explanation of the main features which characterize its peculiar government.

"In the views here taken of the office of a public school it is maintained that, in the general principle of its government, to be effective it must be *parental*. * * *

"The security which a young man enjoys at home results, in a great degree, from the fact that his parents control his liberty by exercising their own judgment over his entire conduct. They keep supervision over his dress, his associations, his amusements, his indulgences, his studies, and his duties.

"The school, to be parental, must exercise a like control, and the young man at school needs it the more because of the danger resulting from the waywardness and want of judgment which characterizes him at this age.

"Again, the authority of the parent is not only thorough, but it is *absolute*; and the authority of the school, which takes the place of the parental, must be absolute also.

"It is enough for a child at home to know what a parent commands, and it should be enough for the young man at school to know the law which governs it, to decide at once his compliance with it. * * *

"His course of study is marked out to him, and is not left to his own caprice or un-matured judgment. His hours of study and of recreation and of sleep are prescribed for him with due regard to health. His food and raiment, his personal order as well as deportment, are made the subjects of specific direction and control. * * *

"And this government is not only thorough, it is *absolute*. All military government must be. Indeed, we can form no idea of any well-regulated government for the young that is not or ought not to be absolute. The principle of subordination, commencing in the domestic circle, should exist until the young man has acquired the age, experience, and wisdom to take care of himself; and then he goes into the world the better fitted to make a good citizen, from the very fact that he has been taught the duty of obedience.

"But while the authority is *absolute* it is not *arbitrary*. It is based upon long experience. There is not a regulation in this institution that has not been the result of a necessity, founded upon this experience, and therefore essential for the purposes which render government in a school necessary at all."

OTHER MILITARY INSTRUCTION.

In addition to the schools and colleges mentioned in the table, the United States Artillery School at Fort Monroe, Va., the Infantry and Cavalry School at Fort Leavenworth, Kans., and the Naval War College at Newport, R. I., also afford practical training in several important branches of the military art.

They have been organized by the War and Navy Departments for the professional advancement of the officers in the two services, and are supported by appropriations expended under the direction of the Departments to which they are attached.

The oldest of these enterprises is the Artillery School at Fort Monroe. It was established late in 1867 or early in 1868,² for the practical instruction of artillery subaltern officers and selected enlisted men in "the construction and service of all kinds of artillery and artillery material, and in gunnery and mathematics as applied in the artillery service." The course also comprehended lectures upon "the organization, use, and application of artillery; the duties of artillery troops in campaigns and sieges; the construction of guns, carriages, and other material, and upon military law and military history." This course occupied a year, and was continued without material change until 1875, when it was extended somewhat and the time lengthened to two years.³

¹ Col. Francis H. Smith, LL. D., in "The Inner Life of the Va. Mil. Inst. Cadet." Address to the corps Sept. 10, 1866.

² By G. O. 99, A. G. O., War Dept., Nov. 13, 1867.

³ G. O. No. 83, A. G. O., Oct. 21, 1875.

So satisfactory were the results of this Artillery School that in 1831 a similar school of application for the infantry and cavalry arms was ordered to be established at Fort Leavenworth, Kans.,¹ and was formally announced as open in January, 1832.²

The fifty subaltern officers composing the earliest students were examined as to their previous acquirements, and divided into two classes; of these the lower class reviewed geometry and trigonometry, general and American history, &c., while the upper class devoted itself to a thorough study of signals, field fortifications, field manœuvres and operations, military and international law, &c., with practical instruction in surveying and reconnoitring by means of itineraries and field-notes.

The instruction in these schools is obviously of special value to such officers as may not be graduates of West Point, and these are always detailed for it in advance of other officers.³ Certificates are issued to all officers who complete the course satisfactorily. A board of three officers, designated by the commanding general of the Army, attends the final examinations of each outgoing class, certifies to the Secretary of War the individual standing of officers who have taken the course of instruction, and makes suitable recommendations upon matters requiring his action or attention.⁴

It should be added that the Artillery School at Fort Monroe confined its training mainly to the use of heavy guns. An appropriation will be requested from Congress during the present year for the establishment of a school for light artillery and cavalry, to be situated, preferably, at Fort Riley, Kans.

The Naval War College at Newport, R. I., arose from an order of the Secretary of the Navy, dated May 3, 1884, which directed a board of naval officers, designated thereby, to report upon the whole subject of a post-graduate course of instruction for officers of the Navy. In compliance with the recommendation of the board, a general order of the Secretary of the Navy, dated October 6, 1884, formally established the school.

The scheme of instruction, as recommended by the board, comprehended the following subjects:

A: The science and art of war, viz:

1, strategy and tactics; 2, military campaigns; 3, joint military and naval operations from the military point of view; 4, management of seamen in military operations; 5, elements of fortifications and intrenchments; these to be taught by an officer of the Army; also, 6, naval strategy and tactics; 7, naval campaigns; and 8, joint military and naval operations from the naval standpoint.

B: Law and history, viz:

1, international law; 2, treaties of the United States; 3, rules of evidence; 4, general naval history; and 5, modern political history.

The first session of the college opened September 3 and closed September 30, 1885. This was very much less than had been anticipated or provided for, but circumstances made such a course unavoidable. The lectures given were confined to marine international law, military science, and the art of naval warfare. But the interest excited and the results attained, even at the very beginning, have manifested the wisdom of establishing the college.⁵

¹ G. O. No. 42, A. G. O., May 7, 1834.

² G. O. No. 8, A. G. O., Jan. 26, 1832.

³ G. O. No. 86, A. G. O., Aug. 4, 1834.

⁴ G. O. No. 125, A. G. O., Dec. 28, 1835.

⁵ Report of the Secretary of the Navy, 1885, and accompanying papers.

TABLE 61.—Statistics of colleges and schools of military instruction for 1885-'86; from replies to inquiries by the United States Bureau of Education.

Post-office address.	Name.	President.	Date of organization.	Number of instructors.	Students.					Number of State scholarships.	Number of years in course of study.	Annual charge for tuition.	Libraries.		Property, income, &c.			
					Total.	First year.	Second year.	Third year.	Fourth year.				Number of volumes in college library.	Number of volumes in society library.	Value of grounds, buildings, and apparatus.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Farmdale, Ky	Kentucky Military Institute.	R. D. Allen	1845	7	109	30	25	20	16	0	0	3	\$500	5,000	1,200	\$125,000	\$6,000	0
Annapolis, Md	United States Naval Academy. ^a	William T. Sampson, commander U. S. N., superintendent.	1845	59	251	86	66	74	25	0	0	4	0	26,861	0	955,214	0	0
Orchard Lake, Mich.	Michigan Military Academy.	Col. J. Sumner Rogers, superintendent.	1877	8	98	.....	.....	.....	.....	.....	.....	4	2,550	900	100,000	.....	.....	.....
West Point, N. Y	United States Military Academy.	Wesley Merritt, colonel Fifth Cavalry, brevet-major-general U. S. A., superintendent.	1802	50	304	124	51	64	65	.....	4	.....	30,827	.....	.....	.....	.....	\$297,805
Chester, Pa.	Pennsylvania Military Academy.	Col. Theodore Hyatt, A. M., superintendent.	1862	13	109	35	31	27	16	.....	4	2,500	.....	.....	.....	.....	.....	.....
Charleston, S. C	The South Carolina Military Academy.	Gen. George D. Johnston, superintendent.	1842	7	103	26	13	9	55	68	.....	4	.....	300	100,000	.....	.....	.....
Lexington, Va	Virginia Military Institute.	Francis H. Smith	1839	14	137	50	40	27	20	56	2	4	e125	9,000	1,000	.....	8,000	30,000

^aSee also account of the Naval War College in the text of this appendix.
^bIncludes board.
^cSee also accounts of the practice schools for artillery, and for infantry and cavalry, in the text of this appendix.
^dCongressional appropriation.
^eState students; others, \$375.

Summary of examinations for admission to the United States Military Academy for the year 1885-'86.

States and Territories.	Number of candidates.	Number accepted.	Number rejected.							Alternates passed (no vacancies).	
			Total.	On what account.							
				Physical disability.	For deficiency in—						
					Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.		History.
Alabama	5	4	1						1		
Arkansas	4	1	3			3			2		
California	3	2	1			1					
Colorado	1	1	0								
Connecticut	1	1	0								
Delaware	1	1	0								
Florida	2	0	2		1	1		1			
Georgia	8	5	2	1	2			1		1	
Illinois	11	9	2		1			1			
Indiana	10	6	3	1	1	3	1	1	2	1	
Iowa	1	1	0								
Kansas	4	1	3		1	1	1	2	1		
Kentucky	11	8	2			2		1	1	1	
Louisiana	9	4	3	1		2		1	1	2	
Maine	2	2	0								
Maryland	2	1	0							1	
Massachusetts	6	5	1			1					
Michigan	7	4	3	1	1						
Minnesota	4	3	1					1			
Mississippi	4	1	3		1	1	2	1	2	1	
Missouri	5	4	1	1							
Nebraska	0	0	0								
Nevada	0	0	0								
New Hampshire	2	2	0								
New Jersey	2	2	0								
New York	19	13	4	2		2			1	2	
North Carolina	2	2	0								
Ohio	7	5	1		1	1	1	1	1	1	
Oregon	1	1	0								
Pennsylvania	20	10	9	1	1	3	5	1	3	2	
Rhode Island	0	0	0								
South Carolina	3	2	1			1					
Tennessee	3	2	1		1	1		1	1		
Texas	5	5	0								
Vermont	1	0	1			1					
Virginia	3	2	1			1					
West Virginia	4	3	1		1	1		1			
Wisconsin	6	5	0								
Arizona	0	0	0								
Dakota	0	0	0								
District of Columbia	1	1	0								
Idaho	0	0	0								
Montana	1	1	0								
New Mexico	2	1	1	1							
Utah	1	1	0								
Washington	0	0	0								
Wyoming	1	0	1		1	1					
Foreign	0	0	0								
At large	6	6	0								
Tot. l.	190	128	52	7	8	16	32	5	19	12	10

Summary of examinations for admission to the United States Naval Academy for the year 1885-'86.

States and Territories.	Number of candidates.	Number accepted.	Number rejected.										
			On what account.										
			Total.	Physical disability.	Reading.	Writing and orthography.	For deficiency in—				Algebra.		
							Arithmetic.	Geography.	Grammar.	History.			
Alabama	3	2	1				1						1
Arkansas	3	2	1				1						1
California	4	1	3				1	2	1	1			3
Colorado	1	1											
Connecticut	1	1											
Delaware													
Florida	1	1											
Georgia	5	0	5	2	1	2	3	2	3	2			3
Illinois	9	4	5	2			3	3	1	1			3
Indiana	7	1	6	2			3	5	1	1	3		6
Iowa	6	3	3	1			1	2	1	1	1		1
Kansas	2	1	1	1			1	1	1				1
Kentucky	4	2	2					2		1	2		2
Louisiana	1	1											
Maine	1	1	1					1					1
Maryland	2	1	1					1					
Massachusetts	5	4	1	1				1					
Michigan	2	2											
Minnesota	1	1											
Mississippi	5	3	2				1	1	2				1
Missouri	4	3	1										1
Nebraska	2	1	1										1
Nevada	1	1											
New Hampshire	1	1											
New Jersey	2	1	1					1					1
New York	20	14	6	3	1		1	2		1	1		1
North Carolina	4	1	3	1			2	1		2	2		1
Ohio	10	4	6	2			3	1	1	1	3		4
Oregon	3		3	2			1	1	1	1	1		1
Pennsylvania	14	7	7	3			1	1	2	2			4
Rhode Island	2		2	1									1
South Carolina	4	2	2	1				1					1
Tennessee	4	1	3	1				2		1			1
Texas	6	2	4	2				2			1		
Vermont													
Virginia	5	3	2					2		1			1
West Virginia	4	2	2					2			1		2
Wisconsin	4	3	1	1									
Arizona													
Dakota													
District of Columbia	1	1											
Idaho													
Montana													
New Mexico	2	1	1										1
Utah													
Washington	1	1											
Wyoming													
Foreign													
At large	6	6											
Total	163	86	77	21	2	16	29	16	19	17			44

IV.—TRAINING FOR BUSINESS PURSUITS.

The institutions included in Table 63, colleges or schools, as the case may be, have arisen in response to the general demand for business training. If they have excited less public interest than manual-training and technical schools it is because their utility has not been questioned or the special equipment which they required has been more easily secured. The constant increase in the number and in the patronage of these institutions is sufficient evidence that they meet an important and growing demand. The total number reported for 1885-'86 is 239, having 1,040 instructors and 47,176 students, as against 162 schools reported in 1880, having 619 instructors and 27,146 students.

With the increase of commercial business and relations the curricula of the business colleges will necessarily be widened, especially in the direction of foreign languages and foreign exchange. As the scheme of instruction is enlarged the material resources and equipment must be increased, and the time seems not far distant when the leading commercial cities of the United States must make provision for this special department of training on a similar scale to that which exists in foreign cities. A few cities, as will be seen by an examination of the detailed table, are already moving in this direction by the maintenance of commercial courses in connection with day or evening public high schools.

The studies included properly in the curriculum of commercial schools of the highest order are indicated in the following extract from the catalogue of Tulane University:

"The need has long been felt in commercial circles throughout the United States for a more liberal education under higher auspices of young men intending to pursue a commercial career. The instruction given is too often inadequate in amount, superficial in character, and ill-adapted to the development of intellectual and moral power. An effort is made in this course to supply a want.

"The linguistic training embraces French, German, and Spanish; and these languages are taught not only colloquially, under the most favorable conditions, but in their higher literary and philological aspects. Mathematics is carried through analytical and descriptive geometry. The English literary and philosophical studies and the natural sciences are taught as fully as in the classical course. To these are added larger studies in political economy and commercial law, and in political and commercial geography, and in geology and astronomy. The practical book-keeping of the high school is supplemented by full courses and practice in type-writing and short-hand and telegraphy, and in life and fire insurance and bank and railroad accounts. The effort will be made to combine culture with practical business attainments."

The following is a comparative exhibit of colleges for business training as reported to this Bureau each year from 1876 to 1886, inclusive (1883 omitted):

	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.	1885.	1886.
Number of institutions.....	137	134	129	144	162	202	217	221	232	239
Number of instructors.....	599	568	527	535	619	794	955	1,015	1,099	1,040
Number of students.....	25,234	23,496	21,048	22,621	27,146	34,414	44,834	44,047	43,706	47,176

TABLE 62.—Summary of statistics of commercial and business colleges for the year 1885-'86.

States and Territories.	Number of schools.	Number of instructors.	Number of students.			Number of volumes in library.
			Total.	In day schools.	In evening schools.	
1	2	3	4	5	6	7
Alabama.....	1	2	25	25	0	500
Arkansas.....	1	4	213	123	90	150
California.....	8	57	1,203	1,121 (50)	52	800
Colorado.....	1	3	40	18	22	24
Connecticut.....	2	4	285	122	33	.....
Delaware.....	1	2	113	(113)	.....	.....
Georgia.....	3	6	286	245	41	.....
Illinois.....	12	90	4,483	2,661	1,822	13,100
Indiana.....	11	51	2,797	2,076 (310)	411	6,250
Iowa.....	15	81	3,750	2,048 (1,167)	535	1,123
Kansas.....	5	18	1,175	460 (725)	50	200
Kentucky.....	1	7	498	(498)	.....	50
Louisiana.....	3	18	364	20 (318)	26	2,133
Maine.....	3	19	652	401 (150)	101	345
Massachusetts.....	12	64	2,489	1,751 (1,118)	738	1,030
Michigan.....	11	36	1,933	750	65	8,300
Minnesota.....	2	9	511	410	101	100
Mississippi.....	2	13	128	120	8	2,200
Missouri.....	12	81	3,098	2,513 (498)	687	2,892
Nebraska.....	3	20	995	365 (515)	115	100
New Hampshire.....	3	10	415	291	124	.....
New Jersey.....	5	39	1,555	1,323	232	2,300
New York.....	19	124	6,938	5,457 (46)	1,435	5,424
Ohio.....	21	77	6,593	1,686 (1,367)	540	1,703
Oregon.....	1	5	180	120	60	.....
Pennsylvania.....	14	90	4,404	2,805 (200)	1,299	2,580
Rhode Island.....	2	11	376	363	73	322
Tennessee.....	5	15	654	580	74	.....
Texas.....	4	21	875	276 (546)	50	178
Vermont.....	3	11	167	159	8	1,625
Virginia.....	2	5	180	151	29	597
West Virginia.....	1	4	335	275	60	.....
Wisconsin.....	9	33	1,696	1,375 (122)	199	1,300
District of Columbia.....	1	5	110	(110)	.....	.....
Total.....	239	1,640	47,176	29,970 (8,126)	9,080	55,592

TABLE 63.—Statistics of commercial and business colleges for 1885-'89;

	Location.	Name.	Principal.	Date of charter.	Date of organization.
	1	2	3	4	5
1	Marion, Ala.	Howard College Business School. . .	J. T. Murfee.	1842	1842
2	Little Rock, Ark.	Little Rock Commercial College. . .	M. A. Stone.	1881	1874
3	Auburn, Cal.	Sierra Normal College and Business College. . .	M. W. Ward.		1883
4	Oakland, Cal.	Oakland Business College and Normal School.*	De Witt Clinton Taylor. . .		1877
5	Sacramento, Cal. (716 I street). . .	Sacramento Business College. . .	E. C. Atkinson. . .		1873
6	San Francisco, Cal. (46 O'Farrell street). . .	Barnard's Business College. . .	G. B. Barnard. . .	1875	1875
7	San Francisco, Cal. (640 Clay street). . .	Globe Business College* . . .	H. C. Roeth. . .		1881
8	San Francisco, Cal. . .	Herald's Business College. . .	E. P. Hald and C. S. Haley. . .	1865	1865
9	San Francisco, Cal. (320 Post street). . .	Pacific Business College* . . .	W. E. Chamberlain, jr. . .		1865
10	San José, Cal.	Garden City Commercial College* . .	H. B. Worcester. . .		1861
11	Denver, Colo.	Denver Business College. . .	John G. Pilsen. . .		1882
12	Hartford, Conn.	Hannum's Hartford Business College. . .	Hannum & Stedman. . .		1877
13	New Haven, Conn. . .	New Haven Phonographic Academy. . .	John F. Gaffey. . .		1884
14	Wilmington, Del. . .	Crabb's Business College. . .	James H. Crabb, A. B. . .		1876
15	Georgetown, D. C. . .	The Linthicum Institute. . .	E. B. Hay. . .		1875
16	Atlanta, Ga.	Moore's Business University. . .	B. F. Moore. . .		1858
17	Augusta, Ga.	Osborne's Business College. . .	S. L. Osborne. . .	1866	1882
18	Macon, Ga.	Macon Commercial College. . .	W. McKay. . .		1881
19	Champaign, Ill. . .	Champaign Business College. . .	J. B. McKee. . .		1883
20	Chicago, Ill. (77, 79, 81 State street). . .	H. B. Bryant's Chicago Business College and Training School. . .	H. B. Bryant. . .	1856	1856
21	Chicago, Ill. (140-153 State street). . .	Metropolitan Business College. . .	O. M. Powers. . .		1873
22	Chicago, Ill.	Seven Account System Business College. . .	C. O. E. Matthern. . .		1884
23	Dixon, Ill.	Dixon Business College. . .	J. E. Dille. . .	1882	1881
24	Galesburgh, Ill. . .	Western Business College* . . .	M. H. Barringer. . .	1862	1862
25	Jacksonville, Ill. . .	Jacksonville Business College and English Training School. . .	G. W. Brown. . .		1866
26	Joliet, Ill.	Joliet Business College and English Training School. . .	Homer Russell. . .	1866	1866
27	Peoria, Ill.	Parish's Business College and Telegraphic Institute. . .	A. S. Parish. . .		1865
28	Quincy, Ill.	Gem City Business College. . .	D. L. Musselman. . .		1870
29	Rockford, Ill.	Rockford Business College. . .	G. A. Wimans and H. A. Stoddard. . .		1865
30	Springfield, Ill. . .	Springfield Business College. . .	Bogardus & Chicken. . .		1864
31	Evansville, Ind. (cor. Main and 3d sts.). . .	Evansville Commercial College. . .	S. N. Curnick. . .	1850	1850
32	Fort Wayne, Ind. . .	Fort Wayne Business College. . .	Charles T. Lipes. . .		1880
33	Indianapolis, Ind. . .	Indianapolis Business University. . .	E. J. Heeb, W. M. Redman, and E. B. Osborn. . .	1886	1850
34	La Fayette, Ind. . .	Star City Business College* . . .	F. W. Kennedy. . .		1866
35	La Fayette, Ind. . .	Union Business College. . .	C. M. Robinson. . .		1881
36	Logansport, Ind. . .	Hall's Business College. . .	E. A. Hall. . .		1867
37	Millersburgh, Ind. . .	C. M. Immel's Institute. . .	C. M. Immel. . .		1884
38	Richmond, Ind. . .	Richmond Business College and Telegraphic Institute. . .	John K. Beck. . .		1860
39	Terre Haute, Ind. (cor. Main and 6th sts.). . .	Terre Haute Commercial College. . .	W. C. Isbell. . .		1860
40	Valparaiso, Ind. . .	Northern Indiana Commercial College. . .	H. B. Brown. . .	1878	1873
41	Vernon, Ind.	Vernon Normal School and Business Institute.*	W. S. Almond. . .	1882	1883

*From Report of the Commissioner of Education for year 1834-'85.

TABLE 63.—Statistics of commercial and business

	Location.	Name.	Principal.	Date of charter.	Date of organization.
	1	2	3	4	5
42	Turlington, Iowa	Elliott's Business College	G. W. Elliott	1879	
43	Cedar Rapids, Iowa	Cedar Rapids Business College*	S. H. Goodyear, A. M.	1840	
44	Davenport, Iowa	Davenport Business College	Duncan and Hawks	1864	
45	Davenport, Iowa	Iowa Commercial College	Wood and Van Patten	1884	
46	Decorah, Iowa	Decorah Business College	John R. Slack	1874	1874
47	Des Moines, Iowa	Capital City Commercial College	Mchan and Graham		1885
48	Des Moines, Iowa	Iowa Business College	Jennings & Chapman	1885	1865
49	Dubuque, Iowa	Bayless Business College	C. Bayless	1859	1858
50	Dubuque, Iowa	Mathematical School	John Henry Metcalf		1876
51	Iowa City, Iowa	Iowa City Commercial College	J. H. Williams		1865
52	Koekuk, Iowa	Pierce's Business College	Chandler H. Pierce	1859	1858
53	Oskaloosa, Iowa	Oskaloosa Business College	W. L. Howe	1885	1866
54	Ottumwa, Iowa	Ottumwa Business College	O. L. Miller		1885
55	Sioux City, Iowa	Northwestern Business College	James A. Wakefield		1884
56	Storm Lake, Iowa	Hawkeye Business College	Charles J. Conner		1884
57	Emporia, Kans.	Emporia Business College	O. W. Miller		1881
58	Lawrence, Kans.	Lawrence Business College	E. L. McIlrany		1869
59	Topeka, Kans.	Pond's Business College	M. A. Pond		1867
60	Topeka, Kans.	Topeka Business College	J. W. Roubenush		1885
61	Wichita, Kans.	Southwestern Business College	E. H. Fritch, sec. of fac.		1885
62	Louisville, Ky. (406 3d street).	Bryant and Stratton Business College.	Ferrier, Buks and Spencer.	1862	
63	New Orleans, La. (401 Bayou Roads).	Balad's Academy	Chas. H. Balad		1867
64	New Orleans, La. (131 Carondelet street).	J. W. Blackman's Commercial College.	J. W. Blackman		1862
65	New Orleans, La. (cor. St. Charles and La Fayette streets).	Soulé's Commercial College and Literary Institute.	Geo. Soulé	1861	1856
66	Augusta, Me. (Water street).	Dirigo Business College and Telegraph Institute.	R. B. Capen	1867	1865
67	Portland, Me.	Portland Business Institute	Levi A. Gray	1863	1883
68	Rockland, Me.	Rockland Commercial College	H. A. Howard and J. L. Hills.		1879
69	Boston, Mass. (608 Washington street).	Bryant and Stratton Commercial School.	H. E. Hibbard		1860
70	Boston, Mass. (666 Washington street).	Comer's Commercial College	Charles E. Comor		1840
71	Boston, Mass. (cor. Boylston and Berkeley streets).	French's Business College and Stenographic Institute.	Chas. French, A. M.		1848
72	Boston, Mass.	Reckers and Bradford's Commercial School.	John Reckers and E. E. Bradford.		1876
73	Boston, Mass.	Sawyer's Commercial College	Geo. A. Sawyer		1828
74	Fall River, Mass.	Holmes, Bryant and Stratton Commercial College.	Treeman A. Holmes		1863
75	Holyoke, Mass.	Childs' Business College	C. H. and E. E. Childs.		1883
76	Lawrence, Mass.	Cannon's Commercial College	G. C. Cannon		1880
77	Lowell, Mass.	Lowell Commercial College	Albert C. Blaisdell and Ledroit E. Kimball.		1859
78	Pittsfield, Mass.	Chickering's Commercial College	Benjamin Chickering		1860
79	Worcester, Mass.	Foster's Business College	C. C. Foster		1841
80	Worcester, Mass.	Hinman's Business College*	Albert H. Hinman	1880	1880
81	Battle Creek, Mich.	Commercial department of Battle Creek High School.	M. W. Cobb		1881
82	Battle Creek, Mich.	King's Business College	J. B. King	1882	1882
83	Bay City, Mich.	Devlin's Bay City Business College.	Cyrus H. Devlin		1880
84	Big Rapids, Mich.	Big Rapids Industrial School	W. N. Ferris		1883
85	Detroit, Mich.	Commercial department of Detroit High School.	L. C. Hull	1884	1884
86	Detroit, Mich.	Detroit Business University	W. F. Jewell, P. R. Spencer, E. R. Felton, H. T. Loomis.		1850

* From Report of the Commissioner of Education for year 1884-'85.

colleges for 1885-'86, &c.—Continued.

Instructors.		Students.						Average age of students.	Number of volumes in library.	No. of months in full course of study necessary to graduation.		Number of weeks in scholastic year.		Annual charge for tuition.		Cost of a life scholarship.
Male.	Female.	In day schools.	In evening schools.	Total.	Male.	Female.	Day course.			Evening course.	Day course.	Evening course.	Day course.	Evening course.		
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
13	4	533	...	536	457	70	19	.....	12	.....	52	...	\$70	.....	42
5	0	140	90	230	173	57	18½	0	9	9	52	52	63	\$27	43	
5	3	(540)		540	516	24	21	.....	4-12	4-12	52	20	60	25	\$60
6	1	(374)		374	147	227	.....	200	6	12	52	52	60	30	50
3	1	87	0	87	84	3	20	109	6	.....	52	.....	30	0	30
3	1	110	90	200	162	38	20	75	8	.....	41	23	50	15	47
6	1	(253)		253	199	54	19	.....	6	6	50	26	70	24	48
7	1	284	75	359	288	71	19	300	6	12	52	25	75	25	49	
1	1	33	37	70	70	.....	18	375	9	12	11	12	120	40	50
3	2	110	26	136	119	17	19	.....	7	.....	52	26	50	15	51
3	1	87	48	135	100	26	18	.....	5	3	52	26	.....	10	40
4	4	192	27	219	141	78	20	49	6	4	52	24	45	20	52	
2	1	207	74	281	241	40	19	.....	12	24	30	50	55	35	54
2	1	150	28	178	126	52	18	.....	6	18	50	32	50	30	55
3	4	112	40	152	127	25	19	24	6	18	48	18	40	40	0	
4	2	(225)		225	175	50	.....	.....	.....	.....	.....	.....	30	30	57
5	5	300	20	320	240	80	19	.....	7	21	52	16	50	20	58
3	1	(266)		266	182	84	.....	.....	.....	.....	.....	.....	50	50	59
6	2	100	30	130	100	30	17	200	6	15	48	24	50	20	60	
6	1	(234)		234	188	46	.....	.....	.....	.....	.....	.....	50	50	61
6	1	(498)		498	384	114	18	50	6	12	50	32	75	35	62	
1	2	(20)		20	20	.....	19	.....	.....	.....	.....	.....	60	.....	63
6	...	20	26	46	42	4	18	175	3-6	6-12	52	52	120	90	64	
8	1	(298)		298	271	27	15	1,964	6-18	12-24	39	.....	100-150	72-115	65
9	...	248	30	278	203	75	19	200	4½	.....	40	13	35	3	35
5	1	153	71	224	197	27	18	145	.....	.....	48	40	60	24	67
8	2	(150)		150	114	36	19	.....	.....	.....	42	32	20	5	68
15	4	600	0	600	.....	.....	.....	.....	10	.....	40	.....	160	.....	0
7	3	350	50	400	300	100	.....	.....	6	9	43	26	.....	.....	70
3	0	76	.....	76	36	40	17	300	6	12	43	26	100	30	71
1	1	93	54	147	122	25	23	150	6-24	24-36	44	26	140	25	72	
2	2	103	.....	103	80	23	29	150	6	.....	.....	.....	120	.....	73
1	1	85	170	255	204	51	19	.....	11	18	46	40	75	75	74
2	2	35	65	100	75	25	19	.....	8	10	43	40	90	50	75
2	2	44	66	110	82	28	19	.....	4	12	40	40	40	12	76
3	3	105	175	280	145	135	16	200	10	20	42	38	40	40	77	
1	1	45	13	58	38	20	17	.....	3-6	24	42	.....	40	.....	78
1	2	75	25	100	60	40	20	200	6-10	.....	40	20	75	30	100
3	1	140	120	260	220	40	19	30	10	6	43	43	90	90	79	
1	...	32	.....	32	21	11	18	7,600	20	.....	40	.....	40	.....	81
2	...	50	15	65	.....	.....	19	.....	12	5	.....	.....	40	12	40
2	2	(167)		167	121	46	18	.....	8-10	12-14	40	40	58-75	58-75	83
2	1	(210)		210	140	70	19	1,200	9	0	44	24	50	20	84	
1	...	108	0	108	.....	.....	16	.....	.....	.....	40	.....	.....	.....	85
11	1	(741)		741	.....	.....	20	.....	.....	.....	52	26	.....	.....	86

TABLE 63.—Statistics of commercial and

	Location.	Name.	Principal.	Date of charter.	Date of organization.
	1	2	3	4	5
87	Grand Rapids, Mich..	Grand Rapids Business College and Practical Training School.	C. G. Swensberg .....	.....	1866
88	Ionia, Mich.....	Poucher Business College.....	Irwin M. Poucher .....	.....	1877
89	Kalamazoo, Mich.....	Parson's Business College, Short-hand and Telegraphic Institute.	Wm. F. Parsons	1869	1869
90	Lansing, Mich.....	Bartlett's Business College*.....	H. P. Bartlett .....	.....	1867
91	Lansing, Mich.....	Capital City Business College.....	C. E. & W. A. Johnson.....	.....	1867
92	Minneapolis, Minn.....	Archibald Business College.....	A. R. Archibald.....	.....	1877
93	Winona, Minn.....	Winona Business College.....	R. A. Lambert	1878	1878
94	Bay St. Louis, Miss.....	St. Stanislaus Commercial College.....	Brother Osmond	1870	1855
95	Meridian, Miss.....	Meridian Business College*.....	T. D. Graham .....	.....	1881
96	Humphrey, Mo.....	Business Institute.....	G. A. Smith .....	.....	.....
97	Kansas City, Mo.....	National Business College.....	Henry Coon .....	.....	1885
98	Kirksville, Mo.....	Kirksville Mercantile College and Writing Institute.	W. J. Smith .....	.....	1883
99	St. Joseph, Mo.....	Chapman's Business College.....	Prof. T. C. Chapman.....	.....	1880
100	St. Joseph, Mo.....	Ritner's Commercial College.....	P. Ritner, A. M.....	.....	1881
101	St. Joseph, Mo.....	St. Joseph Commercial College.....	Brother Icarion.....	1882	1868
102	St. Louis, Mo.....	Bryant & Stratton Business College.	W. M. Carpenter, M. D.....	1861	1854
103	St. Louis, Mo. (s. w. cor. 4th and Market streets).	Franklin Institute*.....	Frank Charles Kossak.....	.....	1877
104	St. Louis, Mo. (210-212 N. Third street).	Johnson's Commercial College*.....	John W. Johnson.....	1877	1877
105	St. Louis, Mo.....	Jones' Commercial College.....	J. G. Bohmer.....	1849	1841
106	St. Louis, Mo. (322 Chestnut street).	Mound City Commercial College.....	Thomas A. Rice, A. M., LL. B.....	1861	1859
107	Sedalia, Mo.....	Central Business College.....	C. W. Robbins.....	1883	1883
108	Hastings, Nebr.....	Hastings Commercial College.....	H. B. Gilbert.....	.....	1884
109	Lincoln, Nebr.....	Lincoln Business College.....	D. R. Lillibridge and F. F. Roose, A. M.....	.....	1883
110	Omaha, Nebr. (1114-1116 Farnam street).	Omaha Commercial College.....	M. G. Rohrbough.....	1880	1875
111	Manchester, N. H.....	Bryant and Stratton Business College.	William Heron, jr.....	.....	1865
112	New Hampton, N. H.....	New Hampton Commercial College.	Rev. A. B. Meservey, PH. D.....	1853	.....
113	Portsmouth, N. H.....	Smith's Academy and Commercial College.	Lewis E. Smith.....	.....	1873
114	Jersey City, N. J. (23-25 Newark avenue).	Jersey City Business College.....	William E. Drake.....	.....	1879
115	Newark, N. J.....	Coleman's National Business College.	H. Coleman.....	.....	1863
116	Newark, N. J.....	New Jersey Business College.....	C. T. Miller.....	.....	1874
117	Trenton, N. J.....	"The Stewart & Hammond" Business College.	Thomas J. Stewart.....	.....	1883
118	Trenton, N. J.....	Trenton Business College.....	Andrew J. Rider.....	.....	1865
119	Albany, N. Y.....	Albany Business College.....	C. E. Carhart.....	.....	1857
120	Brooklyn, N. Y. (33-44 Court street).	Claghorn's Bryant and Stratton Business College.....	C. Claghorn.....	.....	1861
121	Brooklyn, N. Y. (16 Court street).	French's Business College.....	George W. French, LL. B.....	.....	1868
122	Brooklyn, N. Y.....	Kissick's Business College, English, Classical and Mathematical Institute.	W. A. Kissick, A. M.....	.....	1866
123	Brooklyn, N. Y. (Jay street).	St. James' Commercial College.....	Brother Joseph.....	.....	1850
124	Brooklyn, N. Y. (E. D.).	Wright's Business College.....	Henry C. Wright.....	1873	.....
125	Buffalo, N. Y. (451 Main street).	Buffalo Business University.....	C. W. Johnson.....	.....	1886
126	Elmira, N. Y.....	Elmira Business College*.....	A. J. Warner.....	.....	1858

* From the Report of the Commissioner of Education for year 1884-'85.

business colleges for 1885-'86, &c.—Continued.

Instructors.		Students.							Number of volumes in library.	No. of months in full course of study necessary to graduation.		Number of weeks in scholastic year.		Annual charge for tuition.		Cost of life scholarship.
Male.	Female.	In day schools.	In evening schools.	Total.	Male.	Female.	Average of students.	Day course.		Evening course.	Day course.	Evening course.	Day course.	Evening course.		
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1	1	166	...	166	140	26	22	...	1-6	...	...	...	...	...	87
2	1	44	...	44	40	4	19½	...	8	...	42	...	...	...	88
2	1	200	25	225	180	45	18	100	9	12	40	24	\$50	\$35	\$40 55	
1	1	75	...	75	60	15	19	...	10	5	40	40	30	30	90	
3	1	75	25	100	63	37	...	...	12	6	52	24	50	20	91
4	1	285	57	342	293	46	19	...	8	...	52	26	90	24	92	
3	1	125	44	169	12	...	18	300	12	6	...	...	45	20	45
10	0	60	0	60	60	0	14½	2,000	60	...	40	...	50	...	94	
3	3	60	8	68	38	30	19	200	6	...	52	52	40	40	95	
7	...	(138)	...	138	...	...	...	...	...	...	20	20	20	20	96
5	5	120	130	250	210	40	20	...	12	9	52	38	60	30	97	
6	5	540	...	540	360	180	18	...	12	12	...	...	...	...	98
3	0	(200)	...	200	120	80	17	17	6	7	52	30	40	25	60	
5	...	(100)	...	160	...	...	...	...	...	...	...	...	40	40	100
9	...	160	...	160	...	...	14	1,000	10	...	44	...	35	...	101
12	2	675	150	825	600	225	18	...	6	18	52	35	105	35	102	
1	...	18	7	25	25	...	15	...	10	...	...	...	40-60	...	103
6	...	175	50	225	180	45	19	9	4	8	52	52	...	...	104
5	1	250	150	400	350	50	18	75	6	18	53	53	100	50	105	
6	0	125	100	225	220	5	16	200	6	18	52	26	60-100	30-50	106	
5	3	450	100	550	430	120	20	1,000	12	...	52	...	55	25	107	
4	...	75	45	120	57	63	20	...	8	10	50	35	50	40	108	
4	1	290	70	360	280	80	...	...	6-12	18-24	52	20	60	20-40	60
8	3	(515)	...	515	413	102	20	100	6	9	52	40	65	30	65	
2	...	140	124	264	187	77	18	...	4	...	52	30	65	16	111	
3	1	101	...	101	84	17	18	...	7	...	40	...	50	...	30	
4	...	50	...	50	41	9	16½	...	...	...	40	...	...	...	113
4	...	58	89	147	133	14	18	...	10	14	44	20	75	22	114	
9	...	300	75	375	325	50	17	1,000	4-4½	14	52	30	90	30	50	
6	1	225	126	351	264	87	18	300	12	10	52	40	70	30	116	
8	1	196	125	321	273	43	15	500	9-27	...	40	24	75	30	117	
9	1	229	132	361	323	38	18	500	6-20	12-24	42	24	75	33	118	
8	1	325	100	425	371	54	20	...	4-6	6-12	52	26	75	35	119	
7	1	224	...	224	213	6	18	...	10-15	...	40	...	120	...	120	
2	4	343	149	492	...	...	20	...	...	...	40	16	60-100	40-60	121
7	3	264	83	350	286	64	...	...	10-20	...	43	43	45	35	122
12	...	725	...	725	...	...	14	3,000	10	...	42	...	...	...	123
5	2	243	133	396	289	107	16	200	10	6	49	24	100	30	124	
3	...	173	119	292	247	45	18	...	8	12	52	52	...	...	50
5	1	120	19	139	128	11	22½	...	4	6	52	52	...	...	40

TABLE 63.—Statistics of commercial and

	Location.	Name.	Principal.	Date of charter.	Date of organization.
	1	2	3	4	5
127	Elmira, N. Y.	Elmira School of Commerce and Allen Business College.	W. A. Miller .....	.....	1880
128	Geneva, N. Y.	Geneva Business College	Ansel E. Maekey .....	.....	1880
129	New York, N. Y. (205 Broadway).	Packard's Business College	S. S. Packard .....	.....	1858
130	New York, N. Y. (62 Bowery, cor. Canal street).	Paine's Business College	Rutherford & Howell .....	.....	1849
131	New York, N. Y. (36 E. 14th street).	Spencerian Metropolitan Business College.	H. A. Spencer	1873	1873
132	New York, N. Y. (1313 Broadway).	The Paine Up-town Business Col- lege.	H. W. Remington .....	.....	1872
133	Peekskill, N. Y.	Westchester County Institute	Chas. Unterroiner .....	.....	1877
134	Poughkeepsie, N. Y. ...	Eastman Business College*	Clement C. Gaines .....	.....	1850
135	Rochester, N. Y. (cor. State & Market sts.).	Rochester Business University	Williams & Rogers .....	.....	1863
136	Rochester, N. Y.	Taylor & Sons' Business College ..	A. Jackson Taylor .....	.....	1876
137	Troy, N. Y.	Bryant & Stratton Troy Business College.	Thos. H. Shields	1871	1858
138	Akron, Ohio	Akron Business College	O. S. Warner .....	.....	1866
139	Cantfield, Ohio	Northeastern Ohio Normal Busi- ness College.*	Byron E. Helman, A.M.	1883	1883
140	Canton, Ohio	Canton Business College	William Feller .....	.....	1875
141	Cincinnati, Ohio (N. W. cor. 4th and Wal- nut sts.).	Nelson's Business College	Richard Nelson .....	.....	1856
142	Cincinnati, Ohio	Nelson's Ladies' Business College ..	Ella Nelson	1881	1881
143	Cincinnati, Ohio (4th and Central ave.).	Thos. Martin & Son Business Col- lege Co.	Thomas Martin	1882	1882
144	Cleveland, Ohio (208 Superior st.).	Standard Business College and School of Science.	H. Day Gould .....	.....	1882
145	Columbus, Ohio	Capital City Commercial College ..	Cooper Humphreys .....	.....	1877
146	Columbus, Ohio	Columbus Business College and Normal School.	P. F. Wilkinson .....	.....	1864
147	Dayton, Ohio	Miami Commercial College	Wilt & Sanderland .....	.....	1860
148	Delaware, Ohio	National Pen Art Hall and Busi- ness College.	G. W. Michael .....	.....	1873
149	Findlay, Ohio	Findlay Business College	Woolfington & Oiler .....	.....	1882
150	Hamilton, Ohio	Ohio Commercial College	W. A. Nichols .....	.....	1875
151	Mansfield, Ohio	College and Business Institute* ..	Willard A. Frasier .....	.....	1881
152	Mansfield, Ohio	Ohio Business College	J. W. Sharp .....	.....	1866
153	Oberlin, Ohio	Oberlin Business College	McKee & Henderson .....	.....	.....
154	Springfield, Ohio (339 W. Pleasant st.).	Nelson's Business College	A. J. Nelson .....	.....	1881
155	Springfield, Ohio	Van Sickle's Practical Business College.	J. W. Van Sickle, LL. D. ....	.....	1871
156	Toledo, Ohio	Ohio Business University	Edmund J. H. Duncan .....	.....	1883
157	Toledo, Ohio	Toledo Business College	M. H. Davis, B. A. ....	.....	1868
158	Zanesville, Ohio	Zanesville Business College	H. B. Parsons .....	.....	1866
159	Portland, Oreg.	Portland Business College	A. P. Armstrong .....	.....	1866
160	Altoona, Pa.	International Business College ..	S. D. Forbes .....	.....	1884
161	Altoona, Pa.	Mountain City Business College ..	G. G. Zeth .....	.....	1884
162	Allentown, Pa.	Allentown Business College	W. L. Blackman .....	.....	1870
163	Easton, Pa.	Easton Business College	Chas. F. Fee .....	.....	.....
164	Eric, Pa.	Clark's Commercial College	H. C. Clark .....	.....	1883
165	Harrisburgh, Pa.	Pennsylvania Business College ..	J. N. Currey	1873	1872
166	Lancaster, Pa.	Lancaster Commercial College	H. C. Moller .....	.....	1880
167	Meadville, Pa.	Bryant, Stratton & Smith Business College.	A. W. Smith	1865	1865
168	Philadelphia, Pa. (1839 Chestnut st.).	Palm's National Business College ..	T. W. Palms .....	.....	1885
169	Philadelphia, Pa. (919 Chestnut st.).	Pierce College of Business	Thomas May Pierce .....	.....	1865

* From Report of the Commissioner of Education for year 1884-'85.

business colleges for 1885-'86, &c.—Continued.

Instructors.	Students.						Average of students.	Number of volumes in library.	No. of months in full course of study necessary to graduate.		Number of weeks in scholastic year.		Annual charge for tuition.		Cost of life scholarship.	
	Male.	Female.	In day schools.	In evening schools.	No. of day and evening students actually taught during year.				Day course.	Evening course.	Day course.	Evening course.	Day course.	Evening course.		
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
4	1	204	143	347	279	68	18½	104	4-6	8-12	52	20			\$10	127
2	1	41	16	57	44	13	18		3-6	5-10	40	26	\$50	\$25		128
8	12	450		450			17½	500	10-24		44		180			129
4	1	218	120	338	296	42			12	12	52	52	88	88		130
3	1	148	39	182	148	34	17½		4-10		52	8	100	32		131
3	2	298	149	447	366	81	20		12	12	52	52	4-20	4-20		132
2	1	(45)		46	30	16		1,500					60	60		133
12	0	864		864	862	2	23		3-4				50			134
6		544	123	667	608	61	20		4-12		51	24	100	25		135
3		68	129	197	169	28			3-6	9-18	50	50	α 35	α 12		136
6	1	210	90	300	260	40	18	120	3-6	6-12	52	26	75	40		137
2		21	16	37	30	7	18		6-12	6-18	30-38	30	20-40	15-25		138
1		44		44	31	13	19	1,200	4	4	42		25	25		139
3		90	60	150	132	18	20		4-6	12	52	32	160	60	40	140
5		(357)		357	337		20						110		0	141
2	3	127	0	127		127	19		10		42		110			142
3		82	90	172	152	20	21	112							50	143
2		53	30	83	67	16	19	150	8-12	12-18	50	50	60	40	75	144
3	1	150		150	150						48					145
7	0	275	80	355	298	57	17	200	6	12	44	44	50	25		146
3	1						18		5	6	52	26	50	25		147
7	1	(432)		432	380	52	20		3		52		65		65	148
4		(179)		179	109	70	19		4	3	52	44	35	35	75	149
2		(62)		62	56	6					44		90			150
1	0	33	19	52	37	15	19	0	10	8	40	40	50	50		151
3	1	93	45	138	103	35	29		6	12	51	24	50	25	100	152
3	1	261		261			20		4½		52		40		40	153
4		110	70	180	165	15	20		6	10	50	21	50	25		154
1	1	10	10	20	10	10	23		6	12	50	25	50	25	50	155
3	2	(237)		237	147	90	103		6	9	48	36	50	30	70	156
5		327	120	457	384	73	18		7	12	52	24	60	20	50	157
2		(100)		100	80	20		100			50					158
4	1	120	60	180	140	40	22				52	52	60	60		159
4		100	150	250	225	25	18	35	4	8	52	30	60	35		160
4		345	234	579	379	200	22	423	4	6	50	32	50	25	75	161
2		73	16	89	83	6	18	115	6-10	6	52	26	50	25		162
3		45	40	85			20		10	6			50	20		163
4	1	189	76	266			17		4-6	12-18	52	26	100	50	50	164
3	1	40	23	63	51	12	16½	600	6-12	6-12	44	24	60	25	75	165
1		60	15	75	60	15	18		10	8	44	32	70	40		166
3	2	223		223	158	65	17		10	4	40	16	40-50		40-50	167
3		81	57	138	131	7	22		4		52	22	40	10	40	168
16		492	323	815	725	90	19	345	5-10	10-12	44	28	120	25		169

α As per quarter (three months).

TABLE 63.—Statistics of commercial and

	Location.	Name.	Principal.	Date of charter.	Date of organization.
	1	2	3	4	5
170	Pittsburgh, Pa.	Curry Institute and Union Business College.	James C. Williams....	1884	1860
171	Pittsburgh, Pa.	Duff's Mercantile College.....	P. Duff & Sons.....	1850	1840
172	Union City, Pa.	Luce's Business College.....	Rev. N. R. Luce.....	1883	
173	Williamsport, Pa.	Williamsport Commercial College.	F. M. Allen.....	1866	1866
174	Providence, R. I. (283 Westminster st.).	Providence Bryant & Stratton Business College.	T. B. Stowell.....		1863
175	Providence, R. I. (193 Westminster st.).	Scholfield's Commercial College....	Albert G. Scholfield ..		1846
176	Chattanooga, Tenn. ...	Behm's Chattanooga Commercial College.	Jeremiah Behm		1875
177	Knoxville, Tenn.	Knoxville Business College.....	J. T. Johnson		1885
178	Memphis, Tenn.	Leddin's Business College.....	T. A. Leddin.....	1867	
179	Nashville, Tenn.	Goodman's Business College.....	Frank Goodman.....	1868	1865
180	Nashville, Tenn.	Practical Business School.....	R. W. Jennings.....		1884
181	Fort Worth, Tex.	Fort Worth Business College.....	F. P. Preuitt.....	1882	1879
182	Thorp's Spring, Tex..	Thorp's Spring Commercial College and Literary Institute.*	Major George S. Storrs	1882	1882
183	Waco, Tex.	Waco Business College.....	R. H. Hill.....	1882	1881
184	Whitesborough, Tex..	Whitesborough Normal and Commercial School*.	James M. Carlisle, M.A.	1883	1880
185	Burlington, Vt.	Burlington Business College.....	E. G. Evans.....		1878
186	Lyndon Centre, Vt. ...	Lyndon Commercial College.....	Walter E. Ranger, A.M.	1884	1883
187	Waterbury Centre, Vt	Minard Commercial College.....	A. M. Marsh.....	1881	1881
188	Richmond, Va.	Old Dominion Business College.....	Geo. M. Nicol.....	1868	1867
189	Richmond, Va.	Smithdeal Business College.....	G. M. Smithdeal.....		1883
190	Wheeling, W. Va.	Wheeling National Business College and Normal Institute.	J. M. Frasher.....		1860
191	Green Bay, Wis.	Green Bay Business College*	C. A. Murch, M. Acc't.		1868
192	Janesville, Wis.	Silsbee Commercial College*	J. B. Silsbee.....	1877	1866
193	La Crosse, Wis.	La Crosse Business College.....	J. L. Wallace.....		1868
194	Madison, Wis.	Northwestern Business College.....	Denning & Proctor ...	0	1836
195	Milwaukee, Wis.	Charles Mayer's Commercial College and Elementary Select School.	Charles Mayer.....		1876
196	Milwaukee, Wis.	Dr. Wm. Bayer's Commercial College.	Dr. Wm. Bayer.....		1868
197	Milwaukee, Wis.	Spencerian Business College.....	R. C. Spencer.....	1870	1863
198	Oshkosh, Wis.	Oshkosh Business College.....	W. W. Daggett.....	1867	1867
199	St. Francis Station, Wis.	Pio Nono Commercial College.....	Rev. Chas. Fessler.....		1871

* From Report of the Commissioner of Education for year 1884-'85.

business colleges for 1885-'86, &c.—Continued.

Instructors.		Students.						Average age of students.	Number of volumes in library.	No. of months in full course of study necessary to graduation.		Number of weeks in scholastic year.		Annual charge for tuition.		Cost of life scholarship.
Male.	Female.	In day schools.	In evening schools.	No. of day and evening students actually taught during the year.			Day course.			Evening course.	Day course.	Evening course.	Day course.	Evening course.		
				Total.	Male.	Female.										
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
19	8	913	205	1,118	.....	.....	.....	.....	8	15	41	36	\$65	\$35	\$50	170
8	...	175	160	335	310	25	21	.....	3-6	6	45	25	50	50	.....	171
2	1	78	.....	78	53	25	20	1,000	6	.....	39	.....	.....	.....	90	172
5	...	(300)	.....	300	.....	.....	18	62	4 ³ / ₃	7	52	40	.....	20	40	173
6	1	150	50	200	152	48	17	150	10 ³ / ₃	6	43	26	.....	.....	.....	174
3	1	153	23	176	148	28	18	172	5	10	47	34	.....	.....	100	175
1	...	18	24	42	38	4	18	.....	.....	.....	52	52	40	40	40	176
2	...	100	25	125	110	15	20	.....	6	12	52	24	50	25	50	177
6	...	103	.....	103	.....	.....	19	.....	6	.....	52	.....	100	.....	.....	178
3	...	204	.....	204	.....	.....	20	.....	6	.....	51	.....	50	.....	.....	179
3	0	155	25	180	170	10	19	.....	4	4	52	26	50	40	.....	180
4	1	150	50	200	150	50	16	.....	8	12	42	32	50	40	50	181
3	2	126	.....	126	76	50	18	78	7-9	0	36	.....	18-48	.....	.....	182
4	1	(170)	.....	170	168	2	22	100	12	6	52	26	50	25	50	183
3	3	(379)	.....	379	.....	.....	16	.....	10	.....	40	.....	25-50	.....	.....	184
1	2	54	8	62	53	9	18	0	46	.....	40	24	50	18	.....	185
3	1	49	.....	49	39	10	17	625	9 ³ / ₃	.....	39	.....	30	.....	.....	186
2	2	56	.....	56	50	6	19	1,000	9	.....	36	.....	26	.....	30	187
1	...	35	26	61	61	.....	18	567	8	15	35	26	50	50	.....	188
4	...	116	3	119	16	103	19	30	3-4	10	51	51	.....	.....	40	189
3	1	275	60	335	323	12	18	.....	.....	.....	52	52	.....	.....	40	190
2	...	141	39	180	158	22	18	.....	4-10	6	51	51	50	50	.....	191
2	2	134	.....	134	115	19	.....	.....	.....	.....	.....	.....	.....	.....	50	192
4	...	(122)	.....	122	117	5	.....	350	.....	.....	.....	.....	40	40	40	193
4	1	195	42	237	191	46	19	0	6	.....	52	25	45	20	.....	194
4	2	270	.....	270	237	13	17	.....	10	9	33	33	100	50	100-200	195
1	1	47	40	87	86	1	20	.....	12	10	50	40	40	40	.....	196
4	2	218	78	296	260	36	19	200	9	6	52	26	85	35	.....	197
3	1	288	0	288	240	48	20	150	6	.....	52	.....	50	.....	60	198
5	...	82	0	82	82	.....	17	600	10	.....	40	.....	40	.....	.....	199

List of commercial and business colleges from which no information has been received.

Location.	Name.	Location.	Name.
Los Angeles, Cal...	Los Angeles Business College.	Elizabeth, N. J.	Elizabeth Business College.
Los Angeles, Cal....	Woodbury's Business College.	Paterson, N. J.	Paterson Business College.
San Francisco, Cal..	California Commercial College.	Brooklyn, N. Y.	Browne's Business College.
Chicago, Ill.	Chicago Athenæum.	Glen Falls, N. Y. ...	Elmwood Commercial and Select School
Chicago, Ill.	Lakeside Business College.	Kinderhook, N. Y. ..	Kinderhook Academy and Commercial College.
Chicago, Ill.	Souder's Chicago Business College.	Lima, N. Y.	Lima Business College.
Onarga, Ill.	Onarga Commercial College.	Olean, N. Y.	Westbrook Commercial College.
Sterling, Ill.	Sterling Business and Phonographic College.	Syracuse, N. Y.	Bryant & Stratton Business College and Telegraphic Institute.
Des Moines, Iowa ..	Bowen's Business College and Acaderary.	Utica, N. Y.	Bryant & Stratton Business College
Abilene, Kans	Abilene Commercial School and Literary Institute.	Ashland, Ohio	Ashland College and Commercial Institute.
Covington, Ky	Thomas Martin & Son Business College Company.	Cincinnati, Ohio...	Thomas Martin & Son, Business College Company.
Newport, Ky	Thomas Martin & Son Business College Company.	Cleveland, Ohio....	Spencerian Business College.
Baltimore, Md.	Bryant, Stratton & Sadler, Business College.	Clyde, Ohio.	Clyde Business College
Baltimore, Md.	Eaton & Burnett's Business College.	Youngstown, Ohio..	Youngstown Business College.
Jackson, Mich.....	Jackson Business College.	Philadelphia, Pa...	Bryant & Stratton Business College.
Minneapolis, Minn..	Curtiss Business College.	Greenwich, R. I.	Greenwich Commercial College.
Rochester, Minn....	Darling's Business College.	Galveston, Tex	Livingston's Galveston Business College.
St. Paul, Minn.....	Curtiss Business College.	Fond du Lac, Wis..	Fond du Lac Commercial College
St. Paul, Minn.....	St. Paul Business College and Telegraphic Institute.	Sioux Falls, Dak...	Silsbee's Business College.
St. Joseph, Mo.....	St. Joseph Normal Business College	Washington, D. C..	Spencerian Business College.
Omaha, Nebr	Wyman Commercial College.		

Memoranda to Table 63.

Location.	Name.	Remarks.
Dubuque, Iowa	Baylie's Commercial College.....	Name changed to Bayless Business College.
St. Joseph, Mo	Bryant's Business College	Consolidated with Chapman's Business College.
New York, N. Y.....	Metropolitan Business College.....	Name changed to Spencerian Business College.
Greensborough, N. C.	Smithdeal Business College.....	Removed to Richmond, Va.
Clyde, Ohio.....	Sprague's Law and Business College.	Name changed to Clyde Business College.
Oberlin, Ohio	National Pen Art Hall and Business College.	Removed to Delaware, Ohio.
Portland, Oreg.....	Columbia Commercial College	Consolidated with Portland Business College.

V—TRAINING OF NURSES.

TABLE 64.—Summary of statistics of training schools for nurses.

States and Territories.	Number of in- stitutions.	Number of in- structors.	Present number of pupils.	Graduates in 1885.
Connecticut	2	3	61	33
Illinois	1	12	60	22
Indiana	1	5	13	5
Massachusetts	4	16	158	53
Minnesota	1	3	5	3
Missouri	1	.....	16	6
New Jersey	2	19	26	6
New York	10	55	309	135
Pennsylvania	3	4	96	68
Rhode Island	1	8	20	4
South Carolina	1	1	10	.....
Vermont	1	6	12	6
District of Columbia	1	7	51	8
Total	29	139	837	349

TABLE 65.—Statistics of training schools for nurses for 1885-'86; from replies to inquiries by the United States Bureau of Education.

1	2	3	4	5	6	7	8	9	10	11
Post-office address.	Name.	Date of organization.	Superintendent.	Number of instructors.	Number of pupils.	Graduates in 1886.	Years in full course of study.	Weeks in scholastic year.	Salary paid pupils.	Conditions of admission.
1 Hartford, Conn.....	Hartford Hospital Training School for Nurses	1877	Leander Hall.....	3	20	10	2	52	\$10 per month first year; \$14 per month second year.	Age, 21-35; sound health and certificate of good character.
2 New Haven, Conn.....	Connecticut Training School for Nurses.	1873	Miss L. M. Creemor.....	.....	41	23	14	48	\$125 during whole course; board, washing and uniform provided.	Age, 24-40; must present certificate from clergyman and a physician as to their good moral character and sound health.
3 Washington, D.C. (532 Twelfth st. N. W.).	Washington Training School for Nurses.	1877	Alice R. Westfall.....	7	51	8	2	21	.....	Age, 20 and over; must furnish satisfactory certificates of moral character and sound health, and must have a good non-school education.
4 Chicago, Ill. (304 Home st.).	Illinois Training School for Nurses.	1881	Isabel A. Hampton....	12	60	22	2	50	\$8 per month first year; \$12 per month second year.	Age, 21-35.
5 Indianapolis, Ind.....	Flower Mission Training School for Nurses.	1883	Miss K. L. Lett.....	5	13	5	2	52	\$8 per month first year; \$12 per month second year.	Age, 23-35; sound health, good moral character, fair education
6 Boston, Mass.....	Boston City Hospital Training School for Nurses.	1878	G. H. M. Rowe, M. D....	15	68	25	2	50	\$10 per month first year; \$14 per month second year; graduates \$20 to \$35 a month per month first year; \$14 per month second year.	Age, 23-35; sound health, good moral character, and a fair education.
7 Boston, Mass.....	Boston Training School for Nurses (Massachusetts General Hospital).	1873	Anna C. Maxwell.....	.....	58	12	2	52	\$1 a week for first six months; \$2 a week for second six months; \$3 a week for the last six months.	Age, 22-35; good reference as to character and disposition, good health, and a good non-school education.
8 Roxbury, Mass. (Dismuck st.).	Training School for Nurses (New England Hospital for Women and Children).*	1872	Miss Marcia E. Billings.	.....	18	12	14	50		

9	Worcester, Mass.	1883	Miss Zilpha E. Whitaker.	14	4	2	50	\$10 per month first year; \$14 per month second year.	Age, 22-25; satisfactory evidence as to health, character, and education, and no outside interests.
10	Minneapolis, Minn. ...	1882	Mrs. S. B. Norton.....	3	5	1½	50	\$2 per week, with board, washing, &c.	Age, 20 and over; sound health, good moral character, and good school education.
11	St. Louis, Mo. (1510 La Fayette ave.).	1883	Miss Emma Louise Warr.	16	6	2	50	\$10 per month first year; \$12 per month second year.	Certificates of good character, sound health, good education.
12	Orange, N. J.	1883	Charissa H. Pike	10	19	5	52	\$30 first year; \$14½ second year.	Age, 20-25; must be in perfect health.
13	Patterson, N. J. (Market st.).	1882	Clara S. Woelke	9	7	1	2	\$9 per month first year; \$14 per month second year.	Age, 25-35; must have good health and present certificates from two responsible persons.
14	Brooklyn, N. Y. (De Kalb ave. and Kaymond st.).	1880	Miss E. Gibson.....	3	28	13	2	\$7 per month first year; \$12 per month second year.	Age, 25-35; good education, good health, refined manners, and general fitness for the work.
15	Brooklyn, N. Y.	1883	Miss Irene H. Sutcliffe.	9	24	10	2	\$9 per month first year; \$15 a month second year.	Age, 22-35; a good education and certificates of good health and moral character.
16	Brooklyn, N. Y. (46 Concord st.).	1873	Miss Sarah Allen.....	7	7	6	1	48	Age, 21-40; sound health and good character.
17	Brooklyn, N. Y. (109 Cumberland st.).	1878	Harriet C. Camp.....	8	26	21	2	\$10 per month first year; \$15 per month second year.	Age, 25-35; sound healthy constitution, good education.
18	Buffalo, N. Y.	1877	Miss Mary K. Howell.	12	27	17	2	\$9 per month first year; \$12 per month second year.	Age, 22-35; a common-school education, and satisfactory references of good character and sound health.
19	Buffalo, N. Y.	1883	J. B. Andrews, M. D.	3	33	7	2	\$20-\$30 for men per month; \$12-\$20 for women per month.	Age, 21-30; must pass the civil-service examination of the State as attendants in the asylum.
20	New York, N. Y. (Blackwell's Island).	1875	Mrs. Harriet L. Chute	42	24	2	52	\$10 per month first year; \$15 per month second year.	Age, 20-35; good moral character, sound health, also pass satisfactory examination.
21	New York, N. Y. (426 East Twenty-sixth st.).	1873	Miss Elisa P. Perkins	8	64	28	2	\$7 per month first year; \$12 per month second year.	Age, 25-35; good moral character, sound health; superior education preferred.
22	New York, N. Y. (8 W Sixteenth st.).	1877	George P. Ludlano.....	36	.....	1½	52	\$10 \$13 \$16 per month, according to grade.	Age, 25-35; sound health, good common-school education; not of the domestic-servant class.
23	Rochester, N. Y.	1880	L. A. Markham, supervising nurse.	5	22	2	9	\$10 per month	Age, 20-35; common-school education and good morals.

⊕ With a corps of instructors.

* From Report of Commissioner of Education for year 1884-85.

TABLE 65.—Statistics of training schools for nurses for 1885-'86, &c.—Continued.

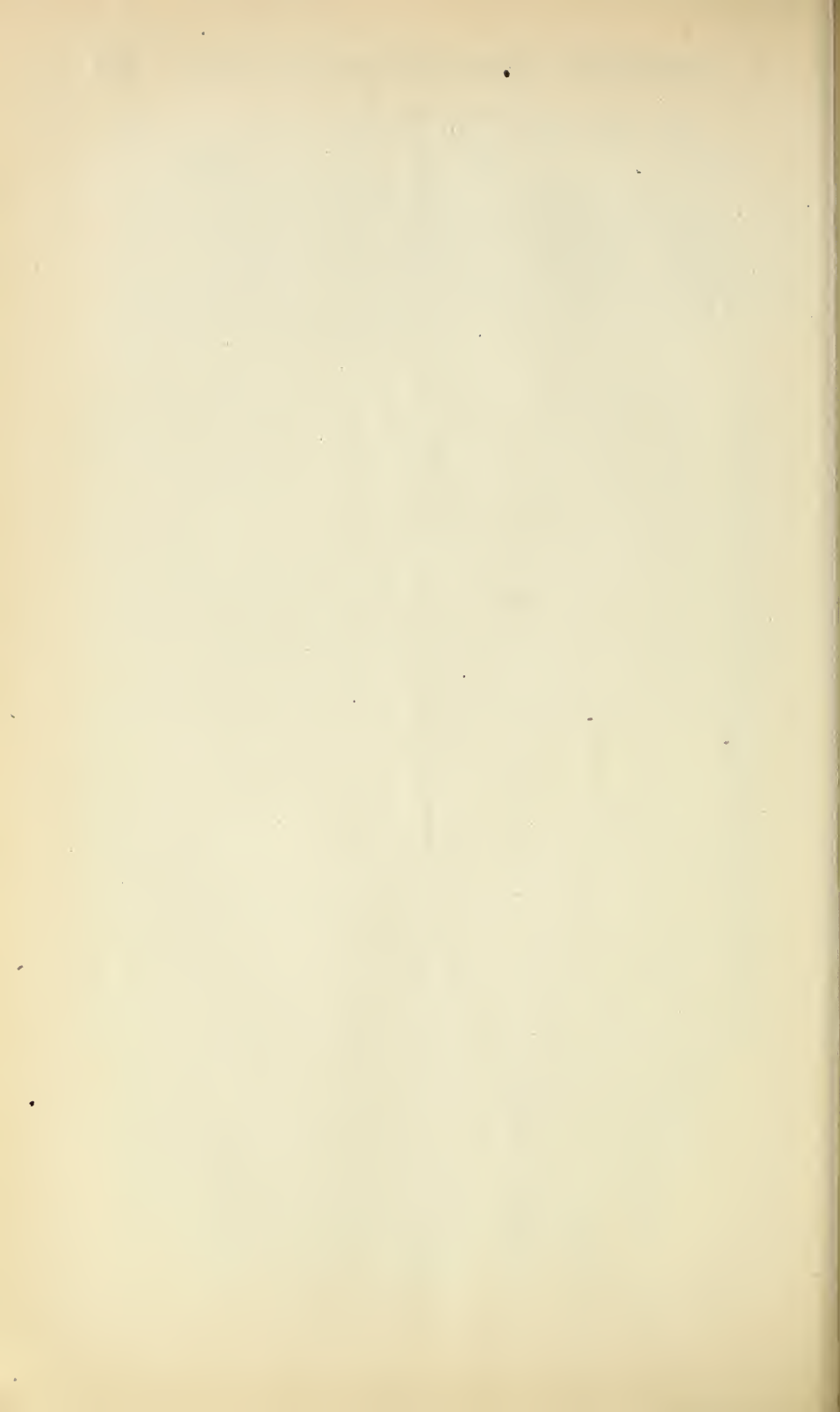
Post-office address.	Name.	Date of organization.	Superintendent.	Number of instructors.	Number of pupils.	Graduates in 1886.	Years in full course of study.	Weeks in scholastic year.	Salary paid pupils.	Conditions of admission.
1	2	3	4	5	6	7	8	9	10	11
Philadelphia, Pa. (N. College ave. and Twenty-second st.).	Nurses' Training School of the Woman's Hospital.	1863	Anna M. Fullerton, M. D.	.....	32	10	2	52	\$10 per month	Age, 24-40; satisfactory evidence of educational and personal qualification.
Philadelphia, Pa.	Philadelphia Hospital Training School for Nurses.	1885	Alice Fisher	2	52	44	01	50	\$8 per month for those engaging to stay two years.	Age, 21-35; satisfactory testimony as to character, well educated, average height and physique.
Philadelphia, Pa.	Philadelphia Lyng-in-Charity and Nurse School.	1830	Emily Robinson	2	12	14	1	52	\$5 per month	Age, 21-30; good moral character.
Providence, R. I.	Training School for Nurses of the Rhode Island Hospital.	1882	Lucy V. Pickett.	8	20	4	2	50	\$10 per month first year; \$15 per month second year.	Age, 21-35; good moral character, good physical health, high-school education, and no binding family ties.
Charleston, S. C.	South Carolina Training School for Nurses.*	1883	Miss Eugenie A. Hurd, principal.	1	10	.....	2	.....	\$5 a month the first year; \$10 a month the second year.	Age, 22-35; good education and certificate of good character, health, and capacity for duties.
Burlington, Vt.	Mary Fletcher Hospital Training School for Nurses.*	1882	A. J. Willard, A. M., M. D.	6	12	6	2	.....	\$10 a month the first year; \$15 a month the second year.	Age, 20-40; certificates of sound health and good moral character, a satisfactory education, and payment in advance of a fee of \$10 for the session.

^a With an additional year for women working to qualify as head nurses and superintendents.

* From Report of Commissioner of Education for year 1884-'85.

Memoranda to Table 65.

Location.	Name.	Remarks.
Baltimore, Md.	Harriet Lane Johnson Hospital for Girls and Training School for Nurses.	No information received.
Detroit, Mich.	Farrand Training School for Nurses.	No information received.
Flatbush (L. I.), N. Y.	Training School for Nurses (Kings County In-	Closed.
New York, N. Y. (852 Lexington ave.)	sane Asylum). Mount Sinai Training School for Nurses.	No information received.
Syracuse, N. Y.	House and Hospital of the Good Shepherd	No information received.



APPENDIX VIII.

EDUCATION OF SPECIAL CLASSES.

- I.—EDUCATION OF THE DEAF AND DUMB.
- II.—EDUCATION OF THE BLIND.
- III.—EDUCATION OF THE FEEBLE-MINDED.
- IV.—EDUCATION OF JUVENILE DELINQUENTS.
- V.—EDUCATION OF THE COLORED RACE.
- VI.—EDUCATION OF THE INDIANS.

EDUCATION OF SPECIAL CLASSES.

I.—EDUCATION OF THE DEAF AND DUMB.

In the history of the education of the deaf two events of unusual importance occurred the present year: First, the Eleventh Convention (quadrennial) of American Instructors of the Deaf, held at the California Institution, Berkeley, Cal., from July 15 to July 23, 1886; second, President Gallaudet's mission to England.

ELEVENTH CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF.

But little information relative to the convention at Berkeley is now available, inasmuch as the proceedings have not yet been published. We glean from the "American Annals of the Deaf" the following account:

"The convention was called to order on Thursday morning, July 15, by President E. M. Gallaudet, chairman of the executive committee, who, after some appropriate remarks referring to this and previous conventions, nominated the Hon. Erastus Brooks, president of the Board of Directors of the New York Institution, as temporary chairman. Mr. Brooks was elected, and on taking the chair made the first of several eloquent addresses.¹ On Wednesday afternoon, the Governor of the State and other notabilities being present, a large part of the session was given up to addresses of welcome and congratulation. From this time forward all the afternoons, except those of Saturday and the final Thursday, were devoted to the regular business of the convention, including the reading of papers and discussions. There was also an interesting meeting on Sunday afternoon for the consideration of moral and religious instruction, and the closing session was held on Thursday evening.²

"The convention, as usual, did little in the way of votes and resolutions, but, allowing the utmost freedom in the expressions of views, left the members at liberty to pursue such methods of instruction as each thought best. It did, however, adopt unanimously the following resolutions offered by President Gallaudet:³

"Whereas the experience of many years in the instruction of the deaf has plainly shown that among the members of this class of persons great differences exist in mental and physical condition, and in capacity for improvement, making results easily possible in certain cases which are actually unattainable in others, these differences suggesting very widely different treatment with different individuals: It is therefore:

"*Resolved*, That the system of instruction existing at present in America commends itself to the world, for the reason that its tendency is to include all known methods and expedients which have been found to be of value in the education of the deaf, while it allows diversity and independence of action, working at the same time in harmony, and aiming at the attainment of a common object by all.

"*Resolved*, That earnest and persistent endeavors should be made in every school for the deaf to teach every pupil to speak and read from the lips, and that such efforts should only be abandoned when (after thorough tests by experienced teachers) it is plainly evident that the measure of success attainable is so small as not to justify the necessary amount of labor."³

DR. GALLAUDET'S MISSION TO ENGLAND.

From the same source is derived the account of Dr. Gallaudet's mission to England.

"President Gallaudet sailed for England October 9, 1886. The day before he left home he received the following pleasant letter in President Cleveland's own handwriting:

"[From the President of the United States.]

"EXECUTIVE MANSION, Washington, October 6, 1886.

"Professor E. M. GALLAUDET.

"MY DEAR SIR: I am very glad to learn that you have been invited to give information before a commission organized under the auspices of the British Government to inquire concerning the subjects of the education of the blind and the deaf.

"A country that has contributed so largely as ours from the public funds for these purposes, and with such gratifying results, ought to be able to furnish much that is

¹State report, p. 247.

²Ibid., p. 248.

³Ibid., p. 249.

⁴Ibid., pp. 249, 250.

interesting and profitable in such an investigation, and no person, I believe, can better represent our achievements in this field of inquiry than yourself.

"I hope that the trip you are to make in answer to this invitation will be pleasant, and in furtherance of the objects you have so earnestly at heart.

"Yours, sincerely,

"GROVER CLEVELAND.

"President Gallaudet appeared twice before the commission. On the first occasion he spoke almost continuously for five hours, and on the second occupied five hours in answering questions asked by members of the commission.¹

"As the sessions were not public, and Dr. Gallaudet's testimony will be printed in full by the commission, in connection with its official report, on the conclusion of its labors, we are only permitted to give the following memoranda of the topics of his testimony:

"1. General statistics of the deaf in the United States.

"2. The exterior organization of schools for the deaf, manner of government, relation to the state, &c.

"3. The interior organization of such schools, their number in the United States, cost of buildings and of support, number of pupils and of teachers.

"4. Methods of instruction, duration of pupilage, courses of study, &c.

"5. The higher education of the deaf as provided for in the college at Washington.

"6. Industrial education in the American schools for the deaf.

"7. Condition of the deaf after leaving school, occupations followed, clannish associations as affected by different methods of instruction, intermarriage, &c.

"8. Qualification and compensation of teachers, division of duties between the principal and his subordinate officers, &c.

"9. Conferences of principals and conventions of teachers; their influence and value in the work of educating the deaf in America.

"10. Periodicals published in the interest of the education of the deaf, and of the deaf themselves considered as a special class in the community.

"Dr. Gallaudet was very courteously treated by the members of the commission, both in their official capacity and individually. They listened apparently with great interest to his testimony, and by their questions showed an intelligent appreciation of the information he laid before them."²

REPORTS OF INSTITUTIONS.

The oral class in the *Alabama Institution for the Deaf and Dumb and the Blind*, at Talladega, authorized by law at the last session of the General Assembly, has been inaugurated, and Miss Mary B. C. Brown, of Philadelphia, placed in charge. Time enough has not elapsed to give a decided opinion as to the value of oral instruction in an institution where signs are chiefly relied upon as a means of instruction.

The *Arkansas Deaf-Mute Institute*, at Little Rock, has made a radical change in the system of teaching. The aim has been to make language the chief object of instruction; and the system is to teach sentences instead of long vocabularies of disconnected words. The classes which have been taught by this method a year use language better than those which have been for two years under the system formerly in use.

The work in teaching articulation last year was highly satisfactory. The ability to *speak* varies from speech so imperfect as to be scarcely intelligible to speech so nearly perfect that it would hardly be called peculiar. The system used is Bell's system of visible speech.

Every department of the *American Asylum*, at Hartford, Conn., is in excellent working condition, and the results attained were never so uniformly good as they are now.

Fifty-four pupils are receiving instruction in articulation and lip-reading. In some cases the success is very marked. Others have an equal amount of speech but less of lip-reading. Others have a more restricted use of speech, but are excellent lip-readers. Still others are quite limited in the use of both speech and lip-reading, but yet have enough to be useful to them in the family and among intimate friends.

The pupils receive instruction in three trades, viz, cabinet-making, shoemaking, and tailoring. There are now 36 boys at work in the cabinet shop, 27 boys in the shoe shop, and 23 boys and 4 girls in the tailors' shop. Most of the girls learn to sew and to do some of the lighter parts of housework.

Drawing is carefully taught in order to cultivate the hand and the eye, and as a preparation for understanding working plans in the mechanical arts, and as laying the foundation for designing and other art work for those who show special talent in these lines.

The *Indiana Institute for the Deaf and Dumb*, at Indianapolis, has bestowed special attention during the year upon what is called the "oral method." Fifty-eight pupils have

¹ *American Annals of the Deaf*, January, 1867, p. 23.

² *Ibid.*, p. 24.

received instruction in articulation and lip-reading. The instruction is supplemented by practice in oral talking and lip-reading in the various sign classes, among the pupils themselves, upon the play-ground and in the study-room, and especially while in intercourse with the speaking and hearing teachers, officers, and employés.

The shops connected with the institution for the purpose of industrial education have been leased, with all the tools, &c., to lessees, who agree to teach the boys cabinet and shoe making and chair-caning in consideration of the lease. The superintendent, however, recommends that "the industrial department be taken from under the ban of the lease system."

In the nineteenth annual report, 1886, of the *Clarke Institution for Deaf-Mutes*, at Northampton, Mass., are found some sentiments on "unjust taxation and discrimination." There is an obvious injustice in taxing the parents of the deaf and blind to educate everybody's children but their own, while compelling them either to bear their burdens unaided or to leave their children uneducated, or to make a prescribed avowal of poverty to be verified by official signatures as a condition of educational help. "It is to be hoped that Massachusetts, with all her prestige in educational matters, after spending millions to establish and maintain the best of institutions, from the primary school to the university, for the education of the hearing, will not much longer figure in that minority of States which still discriminate against children of four senses."

The *Minnesota Institute for Defective Children*, at Faribault, reports a substantial improvement, made during the past two years, viz, the gymnasium provided and fitted up in the basement of the new building. It has been pronounced one of the best gymnasia in the State. Its beneficial influence on the school last year was very marked, especially during the long, cold winter, when the pupils were reluctant to exercise in the open air. The pupils are confined at their regular duties between eight and nine hours daily, and without a gymnasium it is almost impossible to prevail upon them to pay proper attention to daily exercise, especially in winter.

The experiment of applying the kindergarten ideas and methods to the education of the blind has been carried on with more or less interruption during the last two years. The training of the hand to respond to the will, the cultivation of ideas of harmony and symmetry, and the development of a certain amount of originality and ingenuity are results amply sufficient to warrant giving the kindergarten a permanent place in the school system of the blind.

The *Pennsylvania Oral School for the Deaf*, at Scranton, has been in operation about two years. The advanced class, consisting of eight pupils, has been under oral instruction about fourteen months. Two of them had had some instruction in signs, and are "consequently behind the rest of the class in speech." The principal work of the teacher has been to develop speech and language, and the pupils in this class talk with much freedom. They also read the lips of their teachers very well, and several of them read each other's lips well. Two of them lost hearing by sickness, after acquiring some speech—one at six years of age and one at seven. There was no pupil who had enough hearing to learn to talk before coming to school.

The principal of the school in her last report quotes from the Abbe Tarra, president of the International Congress of 1880, who has had nearly thirty years' experience in teaching the deaf, first by sign method, then by combined method, and latterly by the pure oral. He says: "All of the deaf capable of being taught by means of signs are capable of being taught by means of speech without exception." Also: "Children who are being taught by oral method should be kept absolutely away from signs and the manual alphabet."

In the *Texas Deaf and Dumb Asylum*, at Austin, twenty-four pupils are taught lip-reading and articulation. Of this class thirteen are semi-mutes and eleven are congenital mutes.

The teaching of lip-reading and articulation has in view the association of deaf-mutes with hearing and speaking people and prepares them for social and business intercourse with the world. This intercourse can be carried on through the pencil and slate, but, where possible, more easily and pleasantly through the lip and eye. Lip-reading and articulation have not yet been taught in this institution long enough to realize the highest results, but the progress made gives promise of such attainments.

The *West Virginia Institution for the Deaf and Dumb and the Blind*, at Romney, adopted the articulation mode of instruction in November, 1885.

Miss Agnes Grimm took charge of a class of twenty-two pupils, none of whom knew a solitary thing about the art of articulation, lip-reading, or of speech, and only six of whom had ever been able to hear in the least. Now, all of these twenty-two pupils, to a greater or less extent, understand lip-reading and conversation, and articulate themselves, many of whom having made marked progress in that direction, so much so that they can talk with each other without the intervention of their teacher.

In the *Wisconsin School for the Deaf*, at Delavan, oral instruction has been given for many years to such pupils as it appeared would receive practical benefit therefrom, and a good measure of success has attended these efforts. And to the end that whatever can be accomplished with this method of instruction and culture may be realized, the oral teaching force has been augmented, and now numbers three ladies, who devote all their time to this system, their classes being instructed wholly therein.

TABLE 66.—Summary of statistics of institutions for the deaf and dumb.

States and Territories.	Number of institutions.		Number under instruction during the year.			Library.	Property, income, &c.			
	Instructors.		Total.	Male.	Female.		Number of volumes.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the last year from tuition fees.	Expenditure for the last year.
Alabama.....	1	8	69	40	29	600	\$40,000	\$10,000	.....	\$10,000
Arkansas.....	1	9	89	45	44	10	75,000	41,071	\$54	45,647
California.....	1	9	135	84	51	1,200	300,000	45,750	.....	45,000
Colorado.....	1	8	44	24	20	275	55,600	20,000	0	21,000
Connecticut.....	2	20	218	127	91	2,200	250,000	1,610	410	.....
Florida.....	1	2	8	7	1	.....	16,000	.....	.....	.....
Georgia.....	1	9	155	98	57	1,200	60,000	17,000	0	15,319
Illinois.....	3	47	640	365	275	8,701	370,000	98,000	.....	99,210
Indiana.....	1	20	372	207	165	4,000	459,000	38,000	0	53,654
Iowa.....	1	16	295	175	120	800	250,000	65,000	0	65,000
Kansas.....	1	16	239	136	103	200	125,000	37,000	0	37,500
Kentucky.....	1	14	190	109	81	1,600	145,000	29,336	.....	32,687
Maine.....	1	5	53	29	24	.....	.....	.....	.....	.....
Maryland.....	2	13	117	62	55	2,393	280,700	32,000	1,700	31,081
Massachusetts.....	3	25	109	52	57	1,581	.....	15,971	2,738	30,491
Michigan.....	2	24	367	221	146	2,955	480,823	50,000	1,400	54,650
Minnesota.....	1	14	157	88	69	1,100	200,000	35,000	300	35,000
Mississippi.....	1	8	90	50	40	500	100,000	12,500	0	12,500
Missouri.....	4	23	340	180	160	1,050	180,000	54,300	405	40,844
Nebraska.....	1	9	118	68	50	1,011	90,260	74,200	.....	42,100
New Jersey.....	1	6	109	68	46	.....	100,000	.....	.....	.....
New York.....	6	86	1,060	577	483	3,750	797,030	142,901	83,383	234,340
North Carolina.....	1	8	125	69	56	1,321	100,000	.....	.....	36,000
Ohio.....	2	32	486	260	226	2,000	700,000	92,000	0	.....
Oregon.....	1	2	28	13	15	0	6,000	6,000	0	6,000
Pennsylvania.....	4	55	766	425	281	6,372	707,501	133,912	2,000	150,265
Rhode Island.....	1	4	32	16	16	300	.....	4,000	.....	3,800
South Carolina.....	1	3	74	39	35	300	55,000	12,000	592	11,441
Tennessee.....	1	10	150	89	61	600	150,000	36,000	200	24,500
Texas.....	1	12	143	91	57	500	125,000	46,362	0	30,333
Virginia.....	1	12	94	48	46	300	175,000	35,000	0	.....
West Virginia.....	1	7	79	47	32	737	80,000	25,000	0	17,026
Wisconsin.....	3	23	293	188	110	1,322	110,000	44,000	.....	43,626
Dakota.....	1	3	40	28	12	.....	48,000	.....	.....	22,300
District of Columbia.....	a3	19	134	110	24	3,400	700,000	572,000	5,542	78,121
New Mexico.....	1	2	5	2	3	.....	.....	.....	.....	.....
Utah.....	1	3	18	10	8	.....	12,000	6,000	2,000	3,000
Washington Territory.....	1	5	20	12	8	0	3,050	3,000	0	.....
Total.....	61	596	7,411	4,254	3,157	52,278	7,345,364	1,335,463	100,724	1,332,540

a This includes the Deaf-Mute College, an organization within the Columbia Institution.
 b Congressional appropriation.

TABLE 67.—Statistics of institutions for the deaf and dumb for 1885-'86;

	Post-office address.	Name.	Year of foundation.	Principal.
	1	2	3	4
1	Talladega, Ala	Alabama Institution for the Deaf and Dumb and the Blind.	1860	J. H. Johnson, M. D.....
2	Little Rock, Ark	Arkansas Deaf-Mute Institute..	1868	Francis D. Clarke, M. A.....
3	Berkeley, Cal.	Institution for the Deaf and Dumb and the Blind.	1860	Warring Wilkinson, M. A.....
4	Colorado Springs, Colo.	Institute for the Education of the Mute and the Blind.	1874	D. C. Dudley, A. M.....
5	Hartford, Conn.....	American Asylum for the Education of the Deaf and Dumb.	1818	Job Williams, M. A.....
6	Mystic River, Conn..	Whipple's Home School	1869	N. Hammond
7	St. Augustine, Fla....	Florida Blind and Deaf-Mute Institute.*	1835	Park Terrell
8	Cave Spring, Ga.....	Georgia Institute for the Deaf and Dumb.	1846	Wesley O. Connor.....
9	Chicago, Ill. (42 S. May street).	Chicago Day School for Deaf-Mutes.	1875	Rev. Philip A. Emery, M. A., D. D.
10	Englewood, Ill. (Washington ave., near 63d street).	Voice and Hearing School for the Deaf.	1882	Miss Mary McCowen.....
11	Jacksonville, Ill.....	Illinois Institution for the Education of the Deaf and Dumb.	1839	Philip G. Gillett, A. M., LL. D.....
12	Indianapolis, Ind.....	Indiana Institution for Educating the Deaf and Dumb.	1844	Eli P. Baker, superintendent....
13	Council Bluffs, Iowa..	Iowa Institution for the Deaf and Dumb.	1855	G. L. Wyckoff
14	Olathe, Kans.....	Kansas Institution for the Education of the Deaf and Dumb.	1862	S. T. Walker.....
15	Danville, Ky.....	Kentucky Institution for the Deaf-Mutes.	1823	W. K. Argo, B. A., superintendent.
16	Portland, Me.....	Portland School for the Deaf....	1876	Miss Ellen L. Barton.....
17	Baltimore, Md. (258 Saratoga street).	Maryland School for the Colored Blind and Deaf-Mutes.	1872	F. D. Morrison, A. M.....
18	Frederick, Md.....	Maryland School for the Deaf and Dumb.	1867	Charles W. Ely, M. A.....
19	Beverly, Mass.....	New England Industrial School for Deaf-Mutes.	1879	Nellie H. Swett
20	Boston, Mass. (63 Warrenton street.)	Horace Mann School for the Deaf.	1869	Miss Sarah Fuller.....
21	Northampton, Mass..	Clarke Institution for Deaf-Mutes.	1867	Caroline A. Yalo.....
22	Flint, Mich.....	Michigan Institution for Educating the Deaf and Dumb.	1854	M. T. Gass, A. M., superintendent.
23	Norris, Mich.....	Evangelical Lutheran Deaf-Mute Institution.	1874	H. Uhlig, director.....
24	Faribault, Minn.....	Minnesota School for the Deaf and Dumb.	1863	J. L. Noyes, superintendent....
25	Jackson, Miss.....	Mississippi Institution for the Deaf and Dumb.	1853	J. R. Dolyns, A. M., superintendent.
26	Fulton, Mo.....	Missouri Institution for the Education of the Deaf and Dumb.	1851	William D. Kerr, A. M., superintendent.
27	Hannibal, Mo.....	St. Joseph's Deaf-Mute Institute.*	1881	Sisters of St. Joseph
28	St. Louis, Mo. (1849 Cass ave.)	Convent of Maria Consilia Deaf-Mute Institute.	1885	Sister M. Adele
29	St. Louis, Mo. (cor. 9th and Washington streets).	St. Louis Day School for Deaf-Mutes.	1878	Delos A. Simpson, B. A.....
30	Omaha, Nebr.....	Nebraska Institute for the Deaf and Dumb.	1869	J. A. Gillespie, A. M.....
31	Chambersburgh (near Trenton, N. J.).	New Jersey School for Deaf-Mutes.	1883	Weston Jenkins, M. A.....
32	Buffalo, N. Y. (125 Edward street).	Le Couteux St. Mary's Institution for the Improved Instruction of Deaf-Mutes.	1854	Sister Mary Anne Burke.....

* From Report of the Commissioner of Education for year 1884-'85.

a These statistics are for both departments of the institution.

from replies to inquiries by the United States Bureau of Education.

Instructors.	Pupils.		Average number of years spent in the institution by pupils.	Graduates in 1886.	Volumes in library.	Property, income, &c.				
	Male.	Female.				Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the last year from tuition fees.	Expenditure for the last year.	
5	6	7	8	9	10	11	12	13	14	
8	40	29	5	.....	600	\$40,000	\$10,000	.....	\$10,000	1
9	45	44	7	10	10	75,000	41,071	\$54	45,647	2
9	84	51	6	.....	1,200	300,000	45,750	.....	45,000	3
8	24	20	8	.....	275	55,000	20,000	0	21,000	4
16	119	82	.....	.....	2,000	250,000	.....	.....	.....	5
4	8	9	.....	.....	200	.....	1,610	410	.....	6
2	7	1	.....	.....	.....	16,000	.....	.....	.....	7
9	98	57	.....	.....	1,200	60,000	17,000	0	15,319	8
8	24	23	.....	.....	.....	.....	65,000	.....	.....	9
7	16	14	.....	.....	.....	.....	.....	.....	.....	10
32	325	238	6	.....	8,701	370,000	98,000	.....	99,210	11
20	207	165	.....	5	4,000	459,000	38,000	0	53,654	12
16	175	120	5½	.....	800	250,000	65,000	0	65,000	13
16	136	103	7	9	200	125,000	37,500	0	37,500	14
14	109	81	7	.....	1,600	145,000	29,386	.....	32,687	15
5	20	24	.....	.....	.....	.....	.....	.....	.....	16
2	12	6	6	.....	25	30,000	7,000	1,600	6,037	17
11	50	49	4-6	.....	2,368	250,700	25,000	100	25,044	18
4	12	10	.....	.....	.....	.....	2,000	.....	3,545	19
8	40	47	.....	.....	402	.....	.....	.....	.....	20
13	.....	.....	7	.....	1,179	.....	13,971	2,738	26,946	21
21	195	137	5½	.....	2,605	465,823	50,000	200	50,000	22
3	26	9	4-6	.....	350	15,000	.....	1,200	4,650	32
14	88	69	6	.....	1,100	200,000	35,000	300	35,000	24
8	50	40	8	.....	500	100,000	12,500	0	12,500	25
15	138	102	5½	.....	1,050	180,000	54,300	405	40,844	26
1	8	14	.....	.....	.....	.....	.....	.....	.....	27
2	4	21	10	.....	.....	.....	0	.....	.....	28
5	30	23	8	.....	.....	.....	.....	.....	.....	29
9	68	50	6	.....	1,011	90,260	674,200	.....	42,100	30
6	63	46	.....	.....	.....	100,000	.....	.....	.....	31
12	84	72	6	.....	650	129,000	27,803	2,138	33,000	32

b For 2 years.

c Includes appropriation from county of \$6,477.

TABLE 67.—Statistics of institutions for

	Post-office address.	Name.	Year of foundation.	Principal.
	1	2	3	4
33	Fordham, N. Y.	St. Joseph's Institute for Improved Instruction of Deaf-Mutes. ^a	1869	Ernestine Nardin, president
34	Malone, N. Y.	Northern New York Institution for Deaf-Mutes.	1884	Henry C. Rider, superintendent.
35	New York, N. Y. (Lexington ave., bet. 67th and 68th streets).	Institution for the Improved Instruction of Deaf-Mutes.	1867	David Greenberger.....
36	Rochester, N. Y. (945 N. St. Paul street).	Western New York Institution for Deaf-Mutes.	1876	Zenas F. Westervelt
37	Rome, N. Y.	Central New York Institution for Deaf-Mutes.	1875	Edward Beverly Nelson, A. B.
38	Raleigh, N. C.	North Carolina Institution for the Deaf and Dumb and the Blind.*	1845	W. J. Young, M. A.
39	Cincinnati, Ohio	Cincinnati Day School for Deaf-Mutes.	1875	Alfred F. Wood.....
40	Columbus, Ohio.....	Ohio Institution for the Education of the Deaf and Dumb.	1829	Amasa Pratt, A. M.
41	Salem, Oreg.	Oregon School for Deaf-Mutes..	1870	Rev. P. S. Knight, superintendent
42	Philadelphia, Pa.	Pennsylvania Institution for the Deaf and Dumb.	1821	A. L. E. Crouter
43	Philadelphia, Pa. (7 S. Merrick street).	Private School for Teaching Deaf Children to Speak.	1885	Mary S. Garrett.....
44	Scranton, Pa.	Pennsylvania Oral School for Deaf-Mutes.	1883	Emma Garrett
45	Wilkesburgh, Pa.	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb.	1876	Rev. John G. Brown, D. D.
46	Providence, R. I.	Rhode Island School for the Deaf.	1877	Miss Anna M. Black
47	Cedar Spring, S. C.	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	1849	Newton F. Walker
48	Knoxville, Tenn.	Tennessee School for Deaf and Dumb.	1845	Thomas L. Moses
49	Austin, Tex.	Texas Deaf and Dumb Asylum.	1857	Rev. W. Shapard, superintendent
50	Staunton, Va.	Virginia Institution for the Education of the Deaf and Dumb and the Blind.	1839	Thomas S. Doyle
51	Romney, W. Va.	West Virginia Institution for the Deaf and Dumb and the Blind.	1870	John C. Covell, M. A.
52	Delavan, Wis.	Wisconsin School for the Deaf..	1852	John W. Swiler, M. A., superintendent.
53	Milwaukee, Wis. (cor. Prairie & State sts.).	Milwaukee Day School for Deaf Children.	1883	Paul Binner.....
54	St. Francis Station, Wis.	St. John's Catholic Deaf-Mute Institute.	1876	Rev. Chas. Fessler, president
55	Sioux Falls, Dak.	Dakota School for Deaf-Mutes..	1880	James Simpson, superintendent.
56	Washington, D. C. (1234 16th street).	A. Graham Bell's School for Deaf Children.*	1883	A. Graham Bell, Pitt. D.
57	Washington, D. C.	Columbia Institution for the Deaf and Dumb.	1857	E. M. Gallaudet, PH. D., LL. D., president.
58	Washington, D. C.	National Deaf-Mute College. ^b ..	1864	E. M. Gallaudet, PH. D., LL. D., president.
59	Santa Fé, N. Mex.	New Mexico School for the Deaf and Dumb.	1855	Lars M. Larson
60	Salt Lake City, Utah..	Deseret School for Deaf-Mutes..	1884	Henry C. White, A. B.
61	Vancouver, Wash.	Washington School for Defective Youth.	1885	Rev. W. D. McFarland, director.

* From Report of the Commissioner of Education for year 1884'-85.

^a This institution has two branches, one situated at Brooklyn (510 Henry street) and one at Throgg's Neck. The statistics here given are for the three branches.

^b An organization within the Columbia Institution; its statistics are there included.

the deaf and dumb for 1885-'86, &c.—Continued.

Instructors.	Pupils.		Average number of years spent in the institution by pupils.	Graduates in 1886.	Volumes in library.	Property, income, &c.				
	Male.	Female.				Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the last year from tuition fees.	Expenditure for the last year.	
5	6	7	8	9	10	11	12	13	14	
21	136	158	.....	.....	500	\$203,030	\$35,111	\$1,312	\$62,505	33
5	40	14	2	.....	0	.....	a12,888	.....	13,409	34
18	113	85	7	.....	300	325,000	.....	45,335	48,216	35
15	100	88	.....	.....	2,000	75,000	25,847	34,598	36,214	36
15	104	66	8-10	.....	300	65,000	b41,252	.....	40,996	37
8	69	56	.....	.....	1,321	c100,000	.....	.....	e36,000	38
2	19	20	4-8	.....	0	.....	.....	.....	.....	39
30	241	206	10	.....	2,000	700,000	92,000	0	.....	40
2	13	15	5	.....	0	6,000	6,000	0	6,000	41
30	292	210	6	.....	6,000	550,000	87,750	2,000	115,000	42
2	10	2	.....	.....	97	.....	.....	.....	.....	43
1	10	8	.....	.....	.....	.....	0	0	1,350	44
13	113	61	5½	.....	275	157,501	46,162	0	34,015	45
4	16	16	4½	.....	300	.....	4,000	.....	3,800	46
3	39	35	7	.....	300	e55,000	c12,000	e592	c11,441	47
10	89	61	.....	.....	600	150,000	36,000	200	24,500	48
12	91	57	4	.....	500	125,000	46,362	0	30,338	49
12	48	46	6	.....	300	175,000	35,000	0	.....	50
7	47	32	7	.....	737	e80,000	c25,000	0	17,026	51
20	150	86	4-7	.....	1,300	100,000	40,000	0	59,626	52
5	17	13	1½	.....	22	.....	4,000	.....	4,000	53
3	21	6	4	.....	0	10,000	0	.....	.....	54
3	23	12	.....	.....	.....	48,000	.....	.....	22,300	55
2	4	2	.....	.....	200	.....	.....	.....	.....	56
17	106	22	8	.....	3,200	700,000	d72,000	5,542	73,121	57
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	58
2	2	3	.....	.....	.....	.....	.....	.....	.....	59
3	10	6	3	.....	.....	12,000	6,000	2,000	3,000	60
5	12	8	.....	.....	0	3,050	3,000	0	.....	61

a Includes a county appropriation of \$3,106 and a loan of \$2,000.

b Whole amount appropriated.

c These statistics are for both departments of the institution.

d Congressional appropriation.

Memoranda to Table 67.

Location.	Name.	Remarks.
Chicago, Ill. (423 W. 12th st.).	Roman Catholic School for the Deaf and Dumb..	No information received.
Baltimore, Md.	F. Knapp's Institute	No information received.
New York, N. Y. (Station M).	Institution for the Instruction of the Deaf and Dumb.	No information received.
Louisville, Ohio.....	St. Joseph's Institute for Deaf-Mutes.....	Discontinued.
Baton Rouge, La.....	Louisiana Institution for the Education of the Deaf and Dumb.	No information received.

II.—EDUCATION OF THE BLIND.

REPORTS OF INSTITUTIONS.

The *College for the Blind*, at Vinton, Iowa, presents the unique feature of a literary society modelled and conducted after the manner of similar organizations in the best colleges. Such a body, composed entirely of students in the higher classes, and others over fifteen years of age, and conducted without interference on the part of officers or teachers, has flourished in this institution for seven years.

Aside from the main end in view, the practice in parliamentary usages, the caucus meetings, the clans formed, the little strifes (absurd as it may seem) are like green vines entwining the routine of institution life.

The course of bodily training, pursued in the *Perkins Institution for the Blind*, at Boston, has been prosecuted with uncommon energy, and no pains have been spared on the part of those in charge to improve and systematize a regular, intelligent, and, to some degree, scientific series of exercises, consisting of free gymnastics, calisthenics, and military drill. The favorable results of a strict adherence to this system of physical training are strikingly noticeable in the health and symmetrical growth, as well as in the appearance, gait, manners, and disposition of the pupils.

This institution owns an assortment of forty-six grand, square, and upright pianos, which are in constant use from morning until evening. Also, for the tenth time, the contract has been renewed for another year, whereby the pianos of the public schools of Boston, one hundred and thirty-four in number, have been put in charge of the tuners of this institution.

In the *Michigan School for the Blind*, at Lansing, the general character of the employment afforded the pupils has been very much as indicated formerly, although in the girls' branch there has been a noticeable improvement in the quality of the manufactured articles. Sewing by hand and machine, both fancy and plain, the hemming of sheets, napkins, and towels, knitting and crocheting, darning and mending, constitute the main features of the girls' work. An exhibit was made at the Central Michigan Fair, at Lansing, in 1886, of the work of this department, together with samples of the work and apparatus of the other departments of the school. The quality of this exhibit excited considerable attention and enlisted a very general interest in the peculiar work which this institution is accomplishing.

The superintendent of the *New York Institution for the Blind*, at Batavia, in report for 1886, animadvert upon the manifold benefits of the "New York point system." It was favorably discussed at the late Convention of the Instructors of the Blind, and has the following advantages: It is simple in construction. Its tangible power adapts it to the tactile capacity of all. It is equally adapted to literature and music. It can be both written and printed. By the aid of the point tablet, it furnishes the measure for outline map-drawing and mathematical operations. With the aid of the type-slate a combination of the musical signs with the numeral signs furnishes a means of writing in harmony and thorough bass.

The literary department of the *Ohio Institution for the Blind*, at Columbus, offers six grades of study, as follows: Sub-primary, including kindergarten, primary, intermediate, grammar, sub-senior, and senior. The pupils and studies present the following distribution:

	Pupils.		Pupils.
Kindergarten	18	Algebra	10
Reading	85	Rhetoric and composition	13
Spelling and defining ..	120	English literature	18
Writing, both "point" and with pencil ..	24	Modern history	17
Arithmetic	164	Physics	14
Geography	59	Geometry	8
English grammar	19	Ancient history	11
United States history	25	Physiology	13
Physical geography	34		

The *Wisconsin School for the Blind*, at Janesville, graduated in June, 1885, five young women and three young men who had satisfactorily completed the prescribed course of study, and who received the diploma authorized to be bestowed in such cases.

As an evidence of the practical character of this education, it may be stated that not a few of those who have gone out from the school in years past are maintaining themselves comfortably and honorably through the equipment which it gave them.

TABLE 69.—Summary of statistics of institutions for the blind.

States.	Number of schools.	Number of instructors and other employes.	Number of pupils.	Number of volumes in library.	Property, income, &c.			
					Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Total receipts for the last year.	Total expenditure for the last year.
Alabama	1	4	30	500	\$40,000	\$8,000	.....	\$8,000
California	1	38	26	1,200	(a)	(a)	\$45,750	(a)
Colorado	1	2	19	40	(a)	(a)	20,000	(a)
Florida	1	.....	.....	.....	(a)	(a)	(a)	(a)
Georgia	1	12	91	1,500	90,600	12,000	12,000	13,575
Illinois	1	40	168	679	196,115	50,000	31,606	33,583
Indiana	1	29	130	1,000	373,839	20,000	.....	25,889
Iowa	1	37	100	1,344	310,000	35,523	38,656	32,286
Kansas	1	20	85	500	203,000	21,917	21,917	21,603
Kentucky	1	22	69	1,300	120,000	37,310	37,732	35,674
Louisiana	1	6	21	280	11,000	7,500	7,500	8,000
Maryland	2	19	79	1,005	337,400	300	17,500	17,224
Massachusetts	1	82	153	9,508	368,216	30,000	117,262	82,946
Michigan	1	28	93	1,000	217,870	30,000	31,161	22,828
Minnesota	1	10	46	.....	53,000	10,898	.....	10,898
Mississippi	1	14	35	500	50,000	10,000	.....	.....
Missouri	1	25	81	600	250,000	26,000	26,000	24,500
Nebraska	1	7	38	490	20,000	19,400	19,400	19,200
New York	2	85	387	2,000	393,327	44,000	194,349	188,842
Ohio	1	71	216	3,100	500,000	55,956	55,956	57,819
Oregon	1	2	9	325	5,500	5,250	5,250	5,526
Pennsylvania	1	32	190	2,500	182,306	46,500	93,794	77,446
South Carolina	1	4	18	.....	(a)	(a)	12,502	(a)
Tennessee	1	7	74	.....	.....	1,600	.....	.....
Texas	1	15	112	.....	100,000	33,000	33,000	30,000
Virginia	1	7	47	300	(a)	(a)	36,000	.....
West Virginia	1	5	35	290	(a)	(a)	30,000	(a)
Total	29	623	2,412	29,871	3,824,773	494,154	867,395	715,839

a See Table 69.

TABLE 69.—Statistics of institutions for the blind for 1885-'86; from replies to inquiries by the United States Bureau of Education.

1	2	3	4	5	6	7	Property, income, &c.			
							8	9	10	11
Post-office address.	Name.	Year of foundation.	Superintendent.	Number of instructors and other employes.	Number of pupils.	Volumes in library.	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Total receipts for the last year.	Total expenditure for the last year.
1 Talladega, Ala.....	Alabama Institution for the Deaf and Dumb and the Blind.	1860	J. H. Johnson.....	4	30	500	\$40,000	\$8,000	.....	\$8,000
2 Berkeley, Cal.....	Institution for the Deaf and Dumb and the Blind.	1860	Warring Wilkinson, M. A., principal.....	238	26	1,200	(b)	(b)	\$45,750	(b)
3 Colorado Springs, Colo.	Institute for the Education of the Mute and the Blind.	1874	D. C. Dudley, A. M., principal.....	2	19	40	(b)	(b)	220,000	(b)
4 St. Augustine, Fla.....	Florida Blind and Deaf-Mute Institute*.....	1885	Park Terrell, principal.....	.....	91	1,500	(b)	(b)	(b)	(b)
5 Macon, Ga.....	Georgia Academy for the Blind.....	1852	W. D. Williams.....	12	12	1,500	90,000	12,000	12,000	13,575
6 Jacksonville, Ill.....	Illinois Institution for the Education of the Blind.	1849	Franklin W. Phillips, M. D.....	40	168	679	196,115	30,000	31,606	33,583
7 Indianapolis, Ind.....	Indiana Institute for the Education of the Blind.	1847	H. B. Jacobs.....	29	130	1,000	373,839	29,000	.....	25,889
8 Vinton, Iowa.....	Iowa College for the Blind.....	1853	T. F. McCune, M. A., principal.....	37	160	1,314	310,000	35,623	38,656	32,286
9 Wyandotte, Kans.....	Kansas Institution for the Education of the Blind.	1868	George H. Miller.....	20	85	500	200,000	21,917	21,917	21,603
10 Louisville, Ky.....	Kentucky Institution for the Education of the Blind.	1842	Benjamin B. Huntton, A. M.....	22	69	1,300	120,000	637,310	37,732	35,674
11 Baton Rouge, La.....	Louisiana Institution for the Blind and Industrial Home for the Blind.	1871	P. Leno.....	6	21	280	11,000	7,500	7,500	8,000
12 Baltimore, Md.....	Maryland Institution for the Blind.	1853	Frederick D. Morrison, M. A.....	212	63	800	337,400	6300	18,900	17,224
13 Baltimore, Md.....	Maryland School for the Colored Blind and Deaf-Mutes.	1872	Frederick D. Morrison, M. A.....	7	16	205	(f)	(f)	98,600	(f)
14 Boston, Mass.....	Perkins Institution and Massachusetts School for the Blind.	1829	M. Anagnos.....	82	153	9,508	366,216	30,000	117,262	82,946
15 Lansing, Mich.....	Michigan School for the Blind.....	1880	J. F. McElroy, A. M.....	28	93	1,000	217,870	30,000	31,101	22,828

III.—EDUCATION OF THE FEEBLE-MINDED.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED.

The *Massachusetts School for the Feeble-Minded*, at South Boston, reports an event of the greatest moment placed to the credit of 1886. The parent who now puts his child in this institution, even though unable to pay for its education, is no more pauperized than he would be if he sent his child to any of the public schools in the State. An act of the Legislature, approved by the Governor, restores the school to its rightful place among the educational institutions of the State, from which it had been driven by the unfortunate legislation of 1883.

TABLE 70.—Summary of statistics of schools for feeble-minded youth.

States.	Number of institutions.	Number of instructors and other employes.	Number of inmates.			Income.	Expenditure.
			Male.	Female.	Total.		
California	1	20	41	31	72	\$43,537	\$42,883
Connecticut.....	1	35	60	40	100	.....	.....
Indiana	1	19	40	38	78	(a)	12,500
Iowa	1	50	169	111	280	28,000	28,000
Kentucky	1	27	93	70	163	36,600	56,790
Massachusetts	4	76	132	96	228	33,768	35,889
Michigan	1	15	26	9	35	.....	.....
Minnesota	1	32	73	38	111	.....	19,391
New York	3	105	208	346	554	100,216	91,354
Ohio	1	147	456	275	731	195,750	128,350
Pennsylvania	1	110	348	242	590	108,069	121,199
Total	16	636	1,646	1,206	2,942	550,940	516,361

a Ten dollars for each inmate.

TABLE 71.—Statistics of schools and asylums for feeble-minded children for 1885-'86; from replies to inquiries by the United States Bureau of Education.

Post-office address.	Name.	Date of establishment.	Superintendent.	Instructors and other employes.		Inmates.		Income.	Expenditure.
				5	4	6	7		
1 Santa Clara, Cal	2	3	4	5	6	7	8	9	
California Home for the Care and Training of Feeble-Minded Children.	1884	A. Edgar Osborne, M. D., Ph. D	20	41	31	\$43,537	\$42,883		
2 Lakerville, Conn.	1868	George H. Knight, M. D	35	60	40	82,643	72,765		
3 Lincoln, Ill.	1865	William B. Fish, M. D	19	40	38	(b)	12,500		
4 Knightstown, Ind	1879	Dr. John W. White	50	169	111	28,000	28,000		
5 Glenwood, Iowa	1873	F. M. Powell, M. D	27	93	70	36,600	36,730		
6 Frankfort, Ky.	1860	John Q. A. Stewart, M. D	3	5	3				
7 Amherst, Mass.	1863	Mrs. W. D. Herrick	31	41	23				
8 Barre, Mass	1848	George Brown, M. D., and Mrs. C. W. Brown ..	6	3	2				
9 Fayville, Mass	1870	Mrs. James Knight and Green	36	83	68	38,768	35,680		
10 South Boston, Mass.	1848	Asbury G. Smith, M. D	15	26	9				
(723 8th street).		C. T. Wilbur, M. D	32	73	38		19,391		
11 Kalamazoo, Mich.	1878	W. L. Willett	18		146	20,000	16,000		
12 Faribault, Minn	1879	A. C. Rogers, M. D	87	268	200	81,315	75,854		
13 Newark, N. Y.	1878	G. A. Johnson, M. D	147	463	273	185,750	188,370		
14 New York, N. Y.	1868	Isaac N. Keffler, M. D	110	348	242	198,069	121,199		
15 Syracuse, N. Y.	1851								
16 Columbus, Ohio	1857								
17 Edwys, Pa.	1852								

^a Within the past three years applications to the number of 170 remain on file awaiting an opportunity for admission.

^b Ten dollars for each inmate.

IV.—EDUCATION OF JUVENILE DELINQUENTS.

TABLE 72.—Summary of statistics of reform schools.

States, &c.	Number of institutions.	Number of teachers, officers, and assistants.	Number committed during the year.	Number discharged during the year.	Present inmates.						Number of volumes in library.
					Sex.		Race.		Nativity.		
					Male.	Female.	White.	Colored.	Native.	Foreign.	
Colorado	1	13	56	76	90	0	81	9	83	7	622
Connecticut	1	41	233	204	447	.....	423	24	59	338	2,000
Indiana	2	38	241	104	496	129	421	75	.....	.....	2,200
Iowa	1	13	34	22	.....	121	107	14	117	4	616
Kansas	1	20	30	41	101	.....	88	13	99	2	149
Kentucky	2	39	111	102	204	125	166	79	319	10	600
Maine	1	17	25	28	109	0	108	1	10	99	1,726
Maryland	2	19	93	84	257	62	62	257	257	.....	385
Massachusetts	11	86	820	622	709	201	867	43	349	38	6,750
Michigan	1	21	64	41	.....	187	173	14	.....	.....	510
Minnesota	1	27	82	53	178	20	196	2	174	24	1,100
Missouri	1	26	159	149	196	56	202	50	.....	.....	500
Nebraska	1	19	53	22	114	23	126	11	121	16	540
New Hampshire	1	10	34	35	88	20	106	2	99	9	600
New Jersey	2	37	135	155	288	37	294	31	33	4	900
New York	6	208	1,832	1,863	2,023	309	2,134	198	1,584	123	13,883
Ohio	2	53	728	640	857	70	405	170	563	12	2,500
Pennsylvania	1	85	508	547	594	160	566	188	.....	.....	3,000
Rhode Island	1	17	124	101	189	0	171	18	.....	.....	1,025
Vermont	1	.....	41	44	67	16	.....	.....	.....	.....	.....
Wisconsin	2	60	218	205	370	132	493	9	233	42	1,440
District of Columbia	1	28	107	79	168	0	70	98	140	28	650
Total	43	877	5,733	5,217	7,545	1,668	7,259	1,306	4,290	806	41,696

TABLE 73.—Statistics of reform schools for 1885-'86; from replies to inquiries by the United States Bureau of Education.

Post-office address.	Name.	Date of establishment.	Superintendent.	Number of teachers, officers and assistants.	Age for admission.	Number committed during the year.	Number discharged during the year.	Present inmates.								Volumes in library.				
								Sex.		Race.		Nationality.		Male.	Female.		White.	Colored.	Native.	Foreign.
								1	2	3	4	5	6								7	8	9	10	11	12	13	14	15
1 Golden, Colo.....	Colorado State Industrial School.	1881	William C. Sampson	13	10-16	56	76	90	0	81	9	83	7	622						
2 Meriden, Conn.....	State Reform School.....	1834	George E. Howe.....	41	8-16	238	204	447	0	423	24	59	388	2,000						
3 Washington, D. C.....	Reform School.....	1869	George A. Shallenbeger.....	28	10-16	107	79	168	0	70	93	140	28	550						
4 Indianapolis, Ind.....	Indiana Reformatory Institution for Women and Girls.	1873	Miss Sarah F. Keely.....	13	Under 15	38	211	0	129	0	0	0	0	200						
5 Plainfield, Ind.....	Indiana Reform School for Boys.	1868	T. J. Charlton.....	25	8-16	203	93	496	0	421	75	0	0	2,000						
6 Mitchellville, Iowa.....	Iowa Industrial School, girls' department.	1873	C. C. Overy.....	13	Under 16	34	22	121	121	107	14	117	4	616						
7 North Topeka, Kans.....	State Reform School.....	1881	Dr. J. F. Buck.....	20	8-16	30	41	101	0	88	13	99	2	149						
8 Louisville, Ky.....	House of Refuge.....	1865	P. Cakdwell.....	22	6-16	101	98	204	41	166	79	238	7	600						
9 Newport, Ky. (Highland avenue).	House of the Good Shepherd.....	1866	Mother M. of St. Scholastica.	17	3-15	10	4	84	84	0	0	81	3	0						
10 Portland, Me.....	Maine State Reform School.....	1850	Joseph R. Farrington.....	17	8-16	25	18	109	0	108	1	10	99	1,726						
11 Baltimore, Md. (cor. Baker and Carey sts).	Female House of Refuge.....	1866	W. K. Bibb.....	4	6-18	17	27	62	62	0	0	0	0	385						
12 Cheltenham, Md.....	House of Reformation and Instruction for Colored Children.	1872	Isaiah Waggoner.....	15	7-16	76	67	237	237	0	237	257	0	0						
13 Boston, Mass.....	House of Reformation.....	1826	John C. Whitton.....	8	7-16	74	74	75	8	73	10	0	0	(2)						
14 Boston, Mass.....	Marcella Street Home.....	1877	Dr. A. B. Heath.....	43	Under 16	300	186	248	122	362	8	0	0	1,000						
15 Boston, Mass.....	Truant School.....	1877	John C. Whitton.....	6	7-14	103	105	115	103	106	9	103	12	(6)						
16 Cambridge, Mass.....	Truant School.....	1854	Martin I. Ehrigido.....	1	7-15	12	6	21	1	22	0	0	0	600						
17 Lancaster, Mass.....	State Industrial School for Girls.	1855	Mrs. L. Brackett.....	13	7-17	51	44	0	70	65	5	0	0	1,750						
18 Lawrence, Mass.....	Lawrence Industrial School.....	1874	Robert B. Risk.....	5	8-15	19	17	31	31	0	0	31	0	1,600						
19 Lowell, Mass.....	House of Employment and Reformation of Lowell.	1881	Col. Albert Pinder.....	2	6-16	50	33	39	39	39	0	32	7	450						
20 New Bedford, Mass.....	Truant School.....	1881	P. S. Macy.....	2	7-15	9	13	23	23	22	1	23	0	550						
21 Salem, Mass.....	Plummer Farm School.....	1870	Charles A. Johnson.....	5	7-16	13	12	27	27	24	3	26	1	0						
22 Westborough, Mass.....	Lyman School for Boys.....	1848	Henry E. Parkhurst.....	1	7-15	103	108	30	30	85	5	72	18	1,300						
23 Worcester, Mass.....	Worcester Truant School.....	1863	B. F. Parkhurst.....	1	7-15	29	24	40	0	38	2	40	0	500						
24 Adrian, Mich.....	State Industrial Home for Girls.	1881	Miss Margaret Scott.....	21	7-17	64	41	187	187	173	14	0	0	510						

^b Have use of Boston Public Library.

^c Thirty-four released on "ticket-of-leave."

TABLE 73.—Statistics of reform schools for 1885-'86, &c.—Continued.

Post-office address.	Name.	Date of establishment.	Superintendent.	Number of teachers, officers, and assistants.	Age for admission.	Number committed during the year.	Number discharged during the year.	Present inmates.							
								Sex.	Race.		Nativity.		Volumes in library.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
25 St. Paul, Minn.....	Minnesota State Reform School.	1868	J. W. Brown.....	27	Under 16	82	53	178	20	106	2	174	24	1,100	
26 St. Louis, Mo.....	House of Refuge.....	1854	John D. Shaffer.....	26	3-16	159	149	196	56	202	50	.....	.....	500
27 Kearney, Nebr.....	Kearney Reform School.....	1881	John T. Mallalieu, A. M.....	19	Under 16	53	23	114	23	126	11	121	16	540	
28 Manchester, N. H.....	State Industrial School.....	1858	J. C. Ray.....	10	8-16	34	35	88	20	106	2	99	9	600	
29 Manchester, N. J.....	New Jersey State Reform School.....	1867	Ira Otterson.....	33	8-16	120	147	288	0	261	27	.....	.....	600
30 Trenton, N. J.....	State Industrial School for Girls.....	1871	Miss J. B. Wilder, matron.....	4	7-16	15	8	.....	37	33	4	33	4	300
31 Albany, N. Y. (52 Howard st.).....	House of Shelter.....	1868	Mary L. Dare, matron.....	3	No limit.	148	110	.....	38	38	.....	38	.....	471
32 Brooklyn, N. Y. (Cypress Hills, 26th Ward).....	Juvenile House of Industry of Brooklyn.....	1854	Patrick H. Corrigan.....	8	5-14	204	214	65	0	61	4	65	.....	300
33 Elmira, N. Y.....	New York State Reformatory.....	1876	Z. R. Brockway.....	65	16-30	317	274	717	.....	684	33	638	79	3,000
34 New York, N. Y. (Station L).....	New York House of Refuge.....	1825	Israel C. Jones.....	17	Under 10	514	609	521	104	559	66	.....	.....	4,062
35 New York, N. Y. (176th st. and 10th ave.).....	New York Juvenile Asylum.....	1851	Elisha M. Carpenter.....	60	7-14	649	656	720	167	792	95	843	44	750	
36 West Chester, N. Y.....	New York Catholic Protectory.....	1863	Bro. Leontine, rector.....	55	7-16	367	357	282	70	.....	.....	.....	.....	5,300
37 Cincinnati, Ohio.....	Cincinnati House of Refuge.....	1850	Henry Oliver.....	53	10-16	361	283	376	405	170	563	12	.....	2,500
38 Lancaster, Ohio.....	Ohio Reform School.....	1856	J. C. Hite a.....	85	7-16	508	547	594	160	566	188	.....	.....	3,000
39 Philadelphia, Pa.....	House of Refuge.....	1828	Franklin H. Nibecker.....	17	8-18	124	101	189	0	171	13	.....	.....	1,025
40 Howard, R. I.....	State Reform School.....	1869	E. T. Healy.....	.....	6-16	41	41	67	16	.....	.....	.....	.....	640
41 Vergennes, Vt.....	Vermont Reform School.....	1865	Harriet C. Hunt.....	20	10-16	97	119	45	132	172	5	.....	.....	640
42 Milwaukee, Wis.....	Wisconsin Industrial School for Girls and Young Boys.....	1875	William H. Sleep.....	40	10-16	121	86	325	.....	321	4	283	42	800
43 Waukesha, Wis.....	Wisconsin Industrial School for Boys. <i>Memorandum.</i>	1860	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dauville, N. J.....	St. Francis Catholic Protectory.....	.....	Closed.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

a Since succeeded by Charles Douglass.

b Boys under 10; girls under 16.

List of reform schools from which no information has been received.

Location.	Name.	Location.	Name.
Sau Francisco, Cal..	City and Oounty Industrial School.	Brooklyn, N. Y. (Jamaica Plank Road).	Truant House.
Middletown, Conn..	Connecticut Industrial School for Girls.	Buffalo, N. Y.	Catholic Protectory for Boys.
Pontiac, Ill.	Illinois State Reform School.	Buffalo, N. Y.	Catholic Protectory for Girls.
South Evanston, Ill.	Illinois Industrial School for Girls.	New York, N. Y. (90th street and East River).	House of the Good Shepherd.
Eldera, Iowa.	Iowa Industrial School.	New York, N. Y. (7 E. 88th st.).	New York Magdalen Benevolent Society.
New Orleans, La....	Boys' House of Refuge.	Rochester, N. Y.	Western House of Refuge.
New Orleans, La....	Girls' House of Refuge.	Utica, N. Y.	Protectorate and Reformatory for Destitute Children.
Baltimore, Md.	House of Refuge.	Cincinnati, Ohio, (Longworth and Stone sts.).	Protectory for Boys.
Baltimore, Md.	House of the Good Shepherd.	Cleveland, Ohio....	House of Refuge and Correction.
Boston, Mass.	Penitent Females' Refuge.	Delaware, Ohio	Girls' Industrial Home.
Fall River, Mass. ...	Truant School.	Toledo, Ohio.	House of Refuge and Correction.
Springfield, Mass. ...	Hampden County Truant School.	Pittsburgh, Pa. (Morganza).	Pennsylvania Reform School.
Detroit, Mich.	Asylum of the Good Shepherd (preservation class).	Galveston, Tex	Galveston Reformatory.
Lansing, Mich.	State Reform School.		
Verona, N. J.	Newark City Home.		
Brooklyn, N. Y. (Hopkinson ave. and Pacific st.).	House of the Good Shepherd.		

V.—EDUCATION OF THE COLORED RACE.

COLORED PUBLIC SCHOOLS.

TABLE 74.—School population and enrolment of the white and colored races in the former slave States for 1885-'86.

State.	White.			Colored.		
	School population.	Enrolment.	Percentage of school population enrolled.	School population.	Enrolment.	Percentage of school population enrolled.
Alabama	299,524	148,742	49.7	151,444	104,150	68.8
Arkansas <i>a</i>	241,927	115,648	47.8	74,429	37,568	50.5
Delaware <i>a</i>	35,069	27,037	77.1	65,500	4,226	76.9
Florida	46,720	.....	.....	36,143	.....	.....
Georgia	<i>d</i> 265,548	190,346	.....	<i>d</i> 243,174	119,248	.....
Kentucky <i>e</i>	493,667	250,682	50.8	87,655	31,832	36.3
Louisiana	<i>f</i> 139,665	<i>g</i> 59,032	.....	<i>f</i> 151,384	<i>g</i> 40,909	.....
Maryland	<i>f</i> 226,806	142,838	.....	<i>f</i> 68,409	32,142	.....
Mississippi	<i>e</i> 190,000	146,080	76.9	<i>e</i> 260,000	158,300	60.9
Missouri	766,495	539,827	70.4	45,930	29,125	63.4
North Carolina	330,890	188,036	56.8	199,237	117,562	59.0
South Carolina	<i>f</i> 94,450	84,423	.....	<i>f</i> 167,829	99,543	.....
Tennessee	465,000	298,883	64.3	158,450	84,624	53.4
Texas <i>h</i>	249,808	199,935	80.0	81,666	61,066	74.8
Virginia	345,022	197,182	57.2	265,249	111,114	41.9
West Virginia	233,032	166,667	71.5	9,720	5,500	57.5
District of Columbia	<i>c</i> 36,919	20,696	56.1	<i>c</i> 14,000	11,640	83.1
Average .....	.....	.....	62.5	2,020,219	1,048,659	55.8

a In 1883-1884.*b* Outside of Wilmington.*c* Estimated.*d* School census of 1882 as corrected.*e* In 1882-1883.*f* U. S. census of 1880.*g* In 1885.*h* No reports from about one-eighth of the counties. There were also enrolled 39,408 pupils paying tuition, not classified by race.

The following table exhibits some additional facts concerning the public schools of certain States having separate systems for white and colored youth:

TABLE 75.—Additional colored public-school statistics.

State.	Per cent. of enrolment in average attendance.		Number of pupils in average attendance to each teacher.		Average monthly salaries of teachers.		Duration of schools.	
	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.
Alabama	60.57	60.16	24.61	34.26	\$27 57	\$25 97	87.3 days..	87.2 days.
Louisiana <i>a</i>	69.50	71.66	27.48	46.75	{ \$34 82 \$31 75	{ 20 36 27 50	5 months..	4.91 months.
Mississippi	59.32	65.42	20.01	32.34	.....	.....	.....	.....
North Carolina	62.28	58.33	28.46	30.85	{ \$26 33 \$23 77	{ 24 69 20 36	11½ weeks.	12 weeks.
South Carolina	70.95	67.10	25.57	46.67	.....	.....	.....	.....
Tennessee	72.22	73.75	37.94	38.50	.....	.....	.....	.....
Virginia	57.65	52.79	22.50	34.24	.....	.....	.....	.....

a In 1885.*b* For males.*c* For females.

TABLE 76.—Amount and disposition of the sums disbursed from the Peabody fund from 1868 to 1886, inclusive.

State.	1868.	1869.	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
Virginia	\$4,750	\$12,700	\$10,300	\$15,950	\$20,700	\$36,700	\$31,750	\$23,350	\$17,800	\$18,254
North Carolina	2,700	6,350	7,650	8,750	8,250	9,750	14,300	16,900	8,050	4,900
South Carolina	3,550	7,800	3,050	2,500	500	1,500	200	100	4,150	4,300
Georgia	8,562	9,000	6,000	3,800	6,000	13,750	6,500	9,750	3,700	4,903
Florida .....	.....	1,850	6,950	6,550	6,200	7,700	9,900	1,800	1,000	6,500
Alabama	1,000	5,700	5,950	5,800	9,900	6,000	9,700	2,200	5,500	3,700
Mississippi	1,338	9,000	5,600	3,250	4,550	6,800	6,700	5,400	9,950	5,900
Louisiana	8,700	10,500	5,000	12,400	11,500	.....	2,750	1,000	2,000	2,000
Texas .....	.....	.....	1,000	.....	.....	.....	1,000	1,350	4,450	10,800
Arkansas .....	.....	4,300	11,050	9,200	12,250	11,400	3,600	1,500	1,000	6,300
Tennessee	4,800	11,900	15,050	22,650	23,250	27,800	33,100	27,150	10,100	15,850
West Virginia .....	.....	10,900	13,000	9,150	17,900	15,750	15,100	10,500	8,600	6,810
Total	35,400	90,000	90,600	100,000	130,000	137,150	134,600	101,000	76,300	89,400

State.	1873.	1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	Total.
Virginia	\$15,350	\$9,850	\$6,800	\$5,150	\$3,234	\$4,125	\$6,200	\$6,775	\$4,565	\$263,299
North Carolina	4,500	6,700	3,050	4,125	6,485	8,350	6,075	5,430	2,700	135,015
South Carolina	3,600	4,250	2,700	4,050	5,375	4,225	4,400	5,000	5,000	66,250
Georgia	6,000	6,500	5,800	5,300	8,590	5,900	4,900	4,175	2,000	120,227
Florida	3,900	3,000	2,600	2,000	3,725	2,925	2,100	2,375	.....	71,075
Alabama	1,100	3,600	1,200	1,800	5,075	5,775	5,000	5,300	4,900	89,200
Mississippi	600	4,000	4,200	3,950	4,275	4,400	3,650	2,250	.....	85,903
Louisiana	8,000	7,650	4,200	1,700	5,900	2,125	2,645	1,800	3,800	93,670
Texas	8,550	7,700	27,500	10,800	17,500	13,600	5,750	7,150	3,000	120,150
Arkansas	6,000	5,600	7,200	4,000	5,075	4,050	2,950	3,100	2,400	100,975
Tennessee	14,600	12,000	10,900	5,500	12,800	12,600	13,475	11,850	10,700	206,075
West Virginia	5,050	4,000	2,000	2,000	2,300	3,100	2,850	2,500	3,300	134,810
Total	77,250	74,850	78,150	50,375	80,334	71,175	59,995	57,705	62,365	1,576,649

TABLE 77.—Amount and disposition of the sums disbursed from the Slater fund from 1883 to 1886, inclusive.

	1883.	1884.	1885.	1886.	Total.
Alabama	\$2,100	\$2,450	\$5,000	\$3,800	\$13,350
Georgia	6,200	500	6,814	5,100	18,614
Kentucky .....	.....	1,000	1,000	700	2,700
Louisiana .....	.....	592	1,400	1,000	2,992
Mississippi	1,000	2,600	2,000	2,000	7,600
North Carolina	2,000	740	4,400	3,600	10,740
South Carolina	2,000	750	3,500	2,700	8,950
Tennessee	950	4,325	7,600	5,800	18,675
Texas .....	.....	600	600	600	1,800
Virginia	2,000	2,000	3,000	3,650	10,650
District of Columbia .....	.....	1,000	1,000	600	2,600
Special .....	.....	550	450	450	1,450
Total	16,250	17,107	36,764	30,000	100,121

TABLE 78.—Statistics of institutions for the instruction of the colored race for 1885-'86.

Location.	Name.	Religious denomination.	Instructors.	Students.
NORMAL SCHOOLS.				
Huntsville, Ala.	Rust Normal Institute.	Meth.	4	194
Huntsville, Ala.	State Normal and Industrial School.	Non-sect.	7	232
Marion, Ala.	State Normal University.	Non-sect.	12	404
Mobile, Ala.	Emerson Institute.	Cong.	9	329
Tuskegee, Ala.	Tuskegee Normal School.	Non-sect.	17	279
Pine Bluff, Ark.	Branch Normal College of Arkansas Industrial University.	Non-sect.	3	202
Washington, D. C.	Miner Normal School.	Non-sect.	3	20
Waynesborough, Ga.	Haven Normal School.	Meth.	.....	.....
New Orleans, La.	Leland University*.	Bapt.	11	265
Baltimore, Md.	Baltimore Normal School for Colored Teachers.*	Non-sect.	5	194
Jackson, Miss.	Jackson College.	Bapt.	6	251
Tougaloo, Miss.	Tougaloo University.	Cong.	3	62
Jefferson City, Mo.	Lincoln Institute.	Non-sect.	7	137
Fayetteville, N. C.	State Colored Normal School.	Non-sect.	3	109
Franklinton, N. C.	Albion Academy and State Normal School.	Non-sect.	3	150
Lumberton, N. C.	Whitin Normal School.	.....	a2	a76
New Berne, N. C.	New Berne State Normal School.	Non-sect.	10	138
Plymouth, N. C.	Plymouth State Colored Normal School.	Non-sect.	3	84
Salisbury, N. C.	State Colored Normal School.	Non-sect.	2	144
Wilmington, N. C.	Gregory Institute*.	Cong.	.....	3
Philadelphia, Pa.	Institute for Colored Youth.	Friends	.....	.....
Aiken, S. C.	Scholfield Normal and Industrial School*.	.....	.....	90
Chester, S. C.	Brainerd Institute*.	Presb.	5	129
Winnborough, S. C.	Fairfield Normal Institute.	Presb.	5	360
Jonesborough, Tenn.	The Warner Institute.	Friends	.....	.....
Knoxville, Tenn.	Knoxville College.	Presb.	13	527
Maryville, Tenn.	Freedmen's Normal Institute.	Friends	a17	a150
Memphis, Tenn.	Le Moyne Normal School.	Cong.	12	145
Austin, Tex.	Tillotson Collegiate and Normal Institute.	Cong.	11	113
Hampton, Va.	Hampton Normal and Agricultural Institute.	Cong.	65	672
Petersburgh, Va.	St. Stephen's Normal School.	P. E.	a7	a275
Petersburgh, Va.	Virginia Normal and Collegiate Institute.	Non-sect.	10	137
Richmond, Va.	Colored High and Normal School.	Non-sect.	11	350
Harper's Ferry, W. Va.	Storer College.	Non-sect.	7	166
Total			281	6,207
INSTITUTIONS FOR SECONDARY INSTRUCTION.				
Athens, Ala.	Trinity Normal School.	Cong.	a4	a150
Dadeville, Ala.	Dadeville Seminary*.	.....	1	170
Huntsville, Ala.	Lowry's Industrial Academy.	Christian	a5	a135
Talladega, Ala.	Talladega College.	Cong.	15	320
Forest City, Ark.	Forest City School.	.....	.....	.....
Helena, Ark.	Sonthland College and Normal Institute.	.....	5	269
Jacksonville, Fla.	Cookman Institute.	M. E.	8	23
Live Oak, Fla.	Florida Institute.	Bapt.	5	97
Atlanta, Ga.	Atlanta Baptist Seminary.	Bapt.	6	91
Atlanta, Ga.	Spellman Seminary for Girls and Women.	Bapt.	21	550
Atlanta, Ga.	Storrs School*.	Cong.	10	538
Augusta, Ga.	Paine Institute.	M. E. So.	3	123
Cartersville, Ga.	The African Methodist Episcopal High School.	M. E.	a3	a104
Cuthbert, Ga.	Howard Normal School.	Non-sect.	2	148
La Grange, Ga.	La Grange Seminary.	M. E.	a3	a143
Macon, Ga.	Lewis Normal Institute.	Cong.	9	362
Savannah, Ga.	Beach Institute.	Cong.	7	304
Dunlap, Kans.	Freedmen's Academy of Kansas.	Ass. Presb	4	58
Louisville, Ky.	State University*.	Bapt.	12	201
Baldwin, La.	Gilbert Seminary.	M. E.	6	210
New Orleans, La.	St. James Academy and Industrial Seminary.	Af. M. E.	a3	a82
Edwards, Miss.	Southern Christian Institute.	Christian	3	300
Meridian, Miss.	Meridian Academy*.	M. E.	3	113
Concord, N. C.	Scotia Female Seminary.	Presb.	14	213
Greensborough, N. C.	Bennett Seminary.	M. E.	5	147
Mebane, N. C.	Yadkin Academy.	Presb.	5	125
Raleigh, N. C.	St. Augustine's Normal School and Collegiate Institute.	P. E.	6	112
Raleigh, N. C.	Washington School.	Non-sect.	a5	a379
Albany, Ohio.	Albany Enterprise Academy.	Non-sect.	a3	a58
Charleston, S. C.	Avery Normal Institute.	Cong.	7	239

* From Report of the Commissioner of Education for the year 1884-'85.

a In 1883-'84.

TABLE 78.—Statistics of institutions for instruction of the colored race, &c.—Continued.

Location.	Name.	Religious denomination.	Instructors.	Students.
INSTITUTIONS FOR SECONDARY INSTRUCTION— continued.				
Charleston, S. C.	Wallingford Academy.	Presb.	7	667
Columbia, S. C.	Benedict Institute*.	Bapt.	7	202
Frogmore, S. C.	Penn School.	Non-sect.	10	220
Greenwood, S. C.	Brewer Normal School.		3	209
Knoxville, Tenn.	Slater Training School.		6	254
Mason, Tenn.	West Tennessee Seminary*.	M. E.	3	114
Morristown, Tenn.	Morristown Seminary and Normal Institute.	M. E.	6	289
Alto, Tex.	New Hope Academy.	M. E.	a5	a65
Goliad, Tex.	Jones Male and Female Institute.	Non-sect.	3	73
Hearne, Tex.	Hearne Academy*.	Bapt.	3	88
Marshall, Tex.	Bishop College.	Bapt.	7	218
Marshall, Tex.	Wiley University.	M. E.	6	193
Abbyville, Va.	School of the Bluestone Mission.	U. Presb.	3	206
Chase City, Va.	Thyne Institute.	U. Presb.	4	206
Norfolk, Va.	Norfolk Mission College*.	U. Presb.	8	986
Richmond, Va.	Hartshorn Memorial College.		6	70
Total			270	9,970
UNIVERSITIES AND COLLEGES.				
Little Rock, Ark.	Philander Smith College.	M. E.	8	224
Washington, D. C.	Howard University b.	Non-sect.	7	222
Atlanta, Ga.	Atlanta University.	Non-sect.	15	291
Atlanta, Ga.	Clark University.	M. E.	12	262
Berea, Ky.	Berea College b.	Non-sect.	16	389
New Orleans, La.	New Orleans University*.	M. E.	19	190
New Orleans, La.	Southern University*.	Non-sect.	6	260
New Orleans, La.	Straight University.	Cong.	18	455
Holly Springs, Miss.	Rust University.	M. E.	9	274
Rodney, Miss.	Alcorn Agricultural and Mechanical College.	Non-sect.	6	216
Charlotte, N. C.	Biddle University.	Presb.	12	125
Raleigh, N. C.	Shaw University.	Bapt.	15	402
Salisbury, N. C.	Livingston College*.	Af. M. E.	16	119
Wilberforce, Ohio	Wilberforce University.	Af. M. E.	17	100
Lincoln University, Pa.	Lincoln University.	Non-sect.	15	173
Columbia, S. C.	Allen University.	Af. M. E.	180	180
Orangeburgh, S. C.	Clafin University and College of Agriculture.	M. E.	13	428
Nashville, Tenn.	Central Tennessee College.	M. E.	5	279
Nashville, Tenn.	Fisk University*.	Cong.	19	295
Nashville, Tenn.	Roger Williams University.	Bapt.	10	285
Total			238	5,119
SCHOOLS OF THEOLOGY.				
Selma, Ala.	Selma University.	Bapt.	7	170
Talladega, Ala.	Theological Department of Talladega College.	Cong.	1	12
Tuscaloosa, Ala.	Institute for Training Colored Ministers.	O. S. P. So.	3	19
Washington, D. C.	Theological Department of Howard University.	Non-sect.	5	53
Washington, D. C.	Wayland Seminary.	Bapt.	6	126
Atlanta, Ga.	Atlanta Baptist Seminary.	Bapt.	5	152
Atlanta, Ga.	Gannon School of Theology (Clark University).	M. E.	3	53
New Orleans, La.	Gilbert Haven School of Theology (New Orleans University).*	M. E.	8	20
New Orleans, La.	Theological Department of Leland University.*	Bapt.	3	34
New Orleans, La.	Theological Department of Straight University.	Cong.	1	36
Baltimore, Md.	Centenary Biblical Institute.	M. E.	11	55
Jackson, Miss.	Jackson College.	Bapt.	6	80
Charlotte, N. C.	Theological Department of Biddle University.	Presb.	2	11
Raleigh, N. C.	Theological Department of St. Augustine's Normal School.	P. E.	6	96
Raleigh, N. C.	Theological Department of Shaw University.	Bapt.	2	40
Salisbury, N. C.	Theological Department of Livingston College.*	Af. M. E.	4	—
Wilberforce, Ohio.	Theological Seminary of Wilberforce University.	Af. M. E.	—	5

* From Report of the Commissioner of Education for the year 1884-'85.

a In 1889-'91.

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

TABLE 78.—Statistics of institutions for instruction of the colored race, &c.—Continued.

Location.	Name.	Religious denomination.	Instructors.	Students.
SCHOOLS OF THEOLOGY—continued.				
Lincoln University, Pa.....	Theological Department of Lincoln University.	Presb.....	8	31
Columbia, S. C.....	Benedict Institute.....	Bapt.....	6	35
Orangeburgh, S. C.....	Baker Theological Institute (Clafin University).	M. E.....	.....	a20
Nashville, Tenn.....	Theological course in Fisk University.....	Cong.....	1	.....
Nashville, Tenn.....	Theological Department of Central Tennessee College.	M. E.....	9	48
Nashville, Tenn.....	Theological Department of Roger Williams University.*	Bapt.....	2	35
Marshall, Tex.....	Theological Department of Bishop College.....	Bapt.....	7	166
Richmond, Va.....	Richmond Theological Seminary.....	Bapt.....	4	50
Total.....			110	1,297
SCHOOLS OF LAW.				
Washington, D. C.....	Law Department of Howard University.....	.....	5	17
New Orleans, La.....	Law Department of Straight University.....	.....	5	67
Columbia, S. C.....	Law Department of Allen University.....	.....	2	3
Nashville, Tenn.....	Law Department of Central Tennessee College.	.....	4	11
Total.....			16	98
SCHOOLS OF MEDICINE, DENTISTRY, AND PHARMACY.				
Washington, D. C.....	Howard University:	.....	.....	.....
Do.....	Medical department.....	.....	7	111
Do.....	Pharmaceutical class.....	.....	.....	*4
Do.....	Dental class.....	.....	.....	17
Raleigh, N. C.....	Leonard Medical School (Shaw University).....	.....	6	27
Nashville, Tenn.....	Meharry Medical Department of Central Tennessee College.	.....	9	49
Total.....			22	208
SCHOOLS FOR THE DEAF AND DUMB AND THE BLIND.				
Cave Spring, Ga.....	Georgia Institution for the Deaf and Dumb and the Blind	.....	2	30
Macon, Ga.....	Georgia Academy for the Blind (colored department).	.....	.....	.....
Danville, Ky.....	Kentucky Institution for Deaf-Mutes (colored department).	.....	b14	14
Baltimore, Md.....	Maryland School for Colored Blind and Deaf-Mutes.*	.....	6	39
Jackson, Miss.....	Mississippi Institution for the Education of the Deaf and Dumb (colored department).	.....	b8	23
Raleigh, N. C.....	North Carolina Institution for the Deaf and Dumb and the Blind (colored department).	.....	.....	.....
Cedar Spring, S. C.....	South Carolina Institution for the Deaf and Dumb and the Blind (colored department).	.....	1	14
Knoxville, Tenn.....	Tennessee School for the Deaf and Dumb (colored department).*	.....	b7	7
Nashville, Tenn.....	Tennessee School for the Blind (colored department).*	.....	2	c12
Total.....			40	139

* From Report of the Commissioner of Education for the year 1884-'85. a In 1883-'84.

b For white and colored departments. c Number in attendance during year ending January, 1885.

TABLE 79.—Summary of statistics of institutions for the instruction of the colored race for 1855-'85.

States and Territories.	Public schools.		Normal schools.			Institutions for secondary instruction.		
	School population.	Enrollment.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Alabama.....	151,444	104,150	5	49	1,438	4	25	775
Arkansas.....	74,429	37,568	1	3	202	2	5	269
Delaware.....	5,500	4,226						
Florida.....	36,143					2	13	125
Georgia.....	243,174	119,248	1			9	64	2,424
Kansas.....						1	4	58
Kentucky.....	87,655	31,832				1	12	201
Louisiana.....	151,384	49,909	1	11	265	2	9	292
Maryland.....	68,409	32,142		5	194			
Mississippi.....	260,000	158,300	2	9	313	2	6	443
Missouri.....	45,930	29,125	1	7	157			
North Carolina.....	199,237	117,562	7	23	704	5	35	976
Ohio.....						1	3	58
Pennsylvania.....			1					
South Carolina.....	167,829	99,543	3	18	579	5	34	1,557
Tennessee.....	158,450	84,624	4	42	622	3	15	657
Texas.....	81,666	61,086	1	11	113	5	24	637
Virginia.....	205,249	111,114	4	93	1,434	4	21	1,463
West Virginia.....	9,720	5,590	1	7	166			
District of Columbia.....	14,000	11,640	1	3	20			
Indian Territory.....								
Total.....	2,020,219	1,148,659	34	281	6,207	46	270	9,970

States and Territories.	Universities and colleges.			Schools of theology.			Schools of law.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Alabama.....				3	11	201			
Arkansas.....	1	8	224						
Georgia.....	2	27	553	2	8	205			
Kentucky.....	1	16	389						
Louisiana.....	3	43	905	3	12	90	1	5	67
Maryland.....				1	11	55			
Mississippi.....	2	15	490	1	6	30			
North Carolina.....	3	43	646	4	14	147			
Ohio.....	1	17	100	1		5			
Pennsylvania.....	1	15	173	1	8	31			
South Carolina.....	2	13	608	2	6	55	1	2	3
Tennessee.....	3	34	809	3	12	83	1	4	11
Texas.....				1	7	166			
Virginia.....				1	4	50			
District of Columbia.....	1	7	222	2	11	179	1	5	17
Total.....	20	288	5,119	25	110	1,297	4	16	98

TABLE 79.—*Summary of statistics of institutions for the instruction of the colored race for 1885-'86—Continued.*

States and Territories.	Schools of medicine.			Schools for the deaf and dumb and blind.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Georgia.....				2	2	30
Kentucky.....				1	14	14
Maryland.....				1	6	39
Mississippi.....				1	8	23
North Carolina.....	1	6	27	1		
South Carolina.....				1	1	14
Tennessee.....	1	9	49	2	9	19
District of Columbia.....	1	7	132			
Total.....	3	22	208	9	40	139

TABLE 80.—*Number of schools for the colored race and enrolment in them by institutions, without reference to States.*

Class of institutions.	Schools.	Enrolment.
Public schools.....	a 18,794	a 1,048,659
Normal schools.....	34	6,207
Institutions for secondary instruction.....	46	9,970
Universities and colleges.....	20	5,119
Schools of theology.....	25	1,297
Schools of law.....	4	98
Schools of medicine.....	3	208
Schools for the deaf and dumb and the blind.....	9	139
Total.....	18,935	1,071,607

a There should be added the 661 schools in free States, having an enrolment of 56,142, making total number of colored public schools 19,455, and total enrolment in them 1,104,801. This makes the total number of schools, as far as reported, 19,596, and total number of colored race under instruction in them 1,127,839. The figures for the public schools of free States are from the United States Census of 1880.

VI.—EDUCATION OF THE INDIANS.

The great progress made in the cause of Indian education since the organization of the education division of the Indian Office is shown in the following table, taken from the report of Hon. John B. Riley, Indian school superintendent. This table, as well as the five immediately following, from the same report, does not include the schools of the five civilized tribes or those of the New York State Indians; the cost is only the amount expended by the Government, and does not include the amounts contributed by charitable individuals and religious organizations:

TABLE 51.—Progress of Indian schools.

Year.	Number of schools.		Average attendance.		Cost.	
	Boarding.	Day.	Boarding.	Day.	Boarding.	Day.
1882.....	71	54	2,755	1,311	\$452,559	\$32,400
1883.....	78	64	2,599	1,443	459,245	37,534
1884.....	86	76	4,358	1,757	562,759	40,511
1885.....	114	86	6,201	1,942	842,682	44,594
1886.....	115	99	7,260	2,370	941,124	56,775

The above figures are as reliable as can be obtained.

STATISTICS FOR 1835-'86.

The following is a summary of the statistics of the Government schools supported by general appropriation:

Kind of school.	Number.	Capacity.	Largest monthly attendance.	Average attendance.	Number of employés.	Cost.
Boarding schools.....	67	4,859	4,857	3,759	454	\$443,985 78
Day schools.....	87	3,332	2,908	1,930	98	50,470 74
Total	154	8,231	7,765	5,689	552	494,456 52

The following table gives the statistics of the five Government schools for which special appropriations are made by Congress:

School.	Location.	Rate per annum.	Capacity	Largest monthly attendance.	Average attendance.	Number of employés.	Cost.
Carlisle School.....	Carlisle, Pa.....	167	400	502	484	42	\$21,000 00
Chillicothe School.....	Chillicothe, Ind. Ter....	175	200	197	175	24	30,551 33
Genoa School.....	Genoa, Nebr.....	175	150	155	128	16	27,704 33
Haskell Institute.....	Lawrence, Kans.....	175	350	363	296	35	57,903 12
Salem School.....	Chemawa, Ore.....	175	150	208	192	34	29,415 59
Total .....	.....	.....	1,250	1,425	1,275	151	226,574 11

The following is a summary of the statistics of the three schools at which pupils are placed, under appropriations providing for the education of a certain number of pupils, at a specified rate per annum :

School.	Location.	Rate per annum.	Capacity.	Largest monthly attendance.	Average attendance.	Cost.
Hampton Institute.....	Hampton, Va	\$167	150	139	129	\$19,735 39
Lincoln Institution	Philadelphia, Pa.....	167	250	213	178	32,641 52
St. Ignatius Mission ...	Flathead Reservation, Montana.	150	200	172	164	22,500 00
Total			600	524	471	74,876 91

The following is a summary of the statistics of schools with which the Indian Office entered into contract to educate Indian pupils at a certain per capita per annum :

Kind of school.	Number.	Capacity.	Largest monthly attendance.	Average attendance.	Cost.
Boarding schools.....	40	3,272	2,028	1,755	\$195,687 58
Day schools.....	12	580	574	338	6,304 68
Total.....	52	3,852	2,602	2,093	201,992 26

The following is a summary by States:

TABLE 82.—Summary by States of the statistics of all Indian schools supported in whole or in part by the Government for the year 1885-'86.

State or Territory.	Number of schools.	Indian-school population.	Capacity of schools.		Number of employes.	Largest monthly attendance.	Average attendance.		Total cost to the Government.
			Boarding pupils.	Day pupils.			Boarding pupils.	Day pupils.	
California	15	1,040	35	603	16	478	19	324	\$12,727
Colorado	2	316	150	25	1	40	25	11	2,903
Illinois	1		50	150		2	2		300
Indiana	2		75			60	61		9,074
Iowa	2	80	40		1	95	72	12	10,918
Kansas	6	160	400		46	479	403	3	73,923
Michigan	10	1,000		380	10	224		127	3,851
Minnesota	9	1,373	730	185	24	666	431	60	43,829
Nebraska	10	803	577	150	41	639	475	42	69,767
Nevada	4	838	50	105	9	164	57	66	9,433
North Carolina	8	600	190	255		257	59	117	10,512
Oregon	8	862	610	88	72	650	576	5	74,135
Pennsylvania	3		775	75	42	804	739		122,350
Virginia	1		150			139	129		19,735
Wisconsin	18	1,554	610	550	23	818	269	219	34,307
Alaska	1		150	150		82	74		9,990
Arizona	4	2,718	340	140	20	232	181	17	20,957
Dakota	49	7,344	1,464	1,168	125	2,403	1,061	896	137,882
Idaho	3	759	205		18	126	108		17,649
Indian Territory	17	3,297	1,502	224	166	1,542	1,165	21	151,057
Montana	8	3,115	465	295	17	642	368	93	48,550
New Mexico	16	10,512	426	517	15	777	254	287	35,704
Utah	1		20	10	3	21	10		1,652
Washington.....	14	1,968	817	260	42	788	636	73	73,652
Wyoming.....	1	391	80		12	90	86		13,042
Total.....	214	38,981	10,021	5,270	703	12,316	7,260	2,370	997,900

During the year 1885-'86 there were 42 boarding and 8 day schools, supported in part by the Government and in part by religious societies. Of this number, 23 boarding and 3 day schools made reports to the Indian school superintendent of the amounts expended by the societies in control, the total being \$97,717.

Of the schools supported entirely by religious societies, reports were received from 31—29 boarding and 2 day schools. These were supported at a cost of \$14,770.

INDEPENDENT SCHOOLS.

The five independent schools supported by special appropriations, viz, at Carlisle, Pa., Chilocco, Ind. Ter., Genoa, Nebr., Salem, Oreg., and Lawrence, Kans. (the Haskell Institute), have been in a flourishing condition during the year. Their capacity has been increased from 1,170 to 1,250.

The school at Carlisle, under the able management of Capt. R. H. Pratt, has attracted wide attention, and has demonstrated to all who have examined it the practicability of Indian civilization.

In addition to these independent schools there are six supported from the general appropriations, viz, at Albuquerque, N. Mex., Grand Junction, Colo., the Pawnee School, Indian Territory, Fort Hall, Idaho, Fort Stevenson, Dakota, and Fort Luma, Arizona. The three latter were separated from the control of Indian agents and placed under bonded superintendents during the current year.

"That the Indian may be civilized and made a self-supporting, intelligent citizen," says Superintendent Riley, "has been fully demonstrated. * * * In every instance where a uniform course of just dealing has been pursued for a series of years, their progress has been even greater than could reasonably have been expected. It has been but a few years since it was necessary to use compulsory measures to induce them to send their children to school; now, although the facilities have been increased fivefold in as many years, the demand for school accommodations is greater than can be furnished with the appropriation made by Congress at its last session. It must be borne in mind that it has been less than five years since any extended, organized effort has been made to educate their children, and the number who have finished the course of instruction and returned to their homes is insignificant when compared with the whole. The result of training the 12,000 children now in school will only be fully realized in the future. The effect of the schools, however, has already been felt on every reservation where they have been established, not only upon the children themselves, but the older Indians have shown a disposition to take land in severalty, and have asked for agricultural implements and aid in building houses to such an extent that the Department has been unable to supply the demand."

THE CIVILIZED TRIBES.

These tribes embrace the Cherokees, Choctaws, Chickasaws, Creeks, and Seminoles, located in the southern and eastern part of Indian Territory. Each tribe manages its own affairs under a constitution modelled upon that of the United States. Each tribe has a common-school system, including schools for advanced instruction. The teachers are generally Indians, but text-books in the English language are used. These tribes receive no assistance from the Government in support of their schools. The following information is derived from the report of Robert L. Owen, the representative of the Government there:

Cherokee Nation.—The male and female seminaries of the Cherokees are two large, well-furnished buildings, each costing nearly \$100,000, and are of identical plans. They are well supplied with all necessary furniture and school material. The male seminary enrolled 180 during the year, and had an average attendance of 140.

The Cherokee orphan asylum is a similar institution in all material respects. It has on an average about 150 children of both sexes, everything being provided for them gratis.

The common schools are 100 in number and are scattered through the district in proportion to the population, the neighborhoods furnishing the houses. These houses are of all degrees of finish—from first-class frame buildings, thoroughly equipped with modern appliances, to rude log cabins.

Annual cost:

Male seminary (1885 and 1886)	\$16,696 25
Female seminary (1885 and 1886)	15,838 10
Orphan asylum	19,080 02
Common schools	36,082 65

The enrolment of the Cherokee schools was 4,091; average attendance 25.6. The common schools include about 10 for Cherokee negroes. There is also a number of private schools from which no complete reports have been received.

Dr. T. A. Bland, general agent of the National Indian Defense Association, says that there is not in the Cherokee Nation an Indian man, woman, boy, or girl, of sound mind, fifteen years of age or over, who cannot read and write.

Creek Nation.—The following tabular exhibit of the public schools of the Creeks gives the number of students and expenditure of each class of schools:

Schools.	Students.	Cost.
1 Levering boarding school (mixed)	100	\$7,000
1 Wealaka boarding school (mixed)	100	7,000
1 Asbury boarding school (male)	80	5,600
1 Na Yaka boarding school (mixed)	80	5,600
1 Tallahassa boarding school, colored (mixed)	50	3,500
22 public common schools (mixed) each	25	8,800
6 public common schools, colored (mixed) each	25	2,400
Youths attending college in State	24	6,500
		46,400

Choctaw Nation.—The following table shows the condition of the public schools of the Choctaws:

Schools.	Number.	Number of children.
Public schools, first district	41	750
Public schools, second district	35	716
Public schools, third district	70	1,200
Total	146	2,666
High schools	4	300
Students sent to State colleges		24
Total		2,990

Appropriated for support of above, \$62,800.

Improvements for accommodation of scholars are estimated to be worth \$200,000.

Chickasaw Nation.—The Chickasaw Nation has four large boarding schools:

Chickasaw Male Agency, Tishomingo (boys)	100
Orphan Home, Lebanon (boys and girls)	75
Wapanucka Academy (boys and girls)	60
Female Seminary (girls)	75
Fourteen common schools (average probably 20)	280

Seminole Nation.—The Seminoles have two high schools, one at Wewoka and one at Lecakwa. These enrolled 110 pupils and cost \$6,300. There are also four district schools, which are in a prosperous condition.

INDIANS IN NEW YORK.

The State superintendent of public instruction, in his report for 1885, says that the number of Indian children of school age in the State on the 30th of June was 1,442, the number attending school 1,050, and the average daily attendance 555. The total amount expended for schools was \$8,278, of which the State appropriated \$5,000, and the remainder was derived from the State school fund.

APPENDIX IX.

MISCELLANEOUS.

- I.—EDUCATIONAL BENEFACTIONS.
II.—EDUCATIONAL PUBLICATIONS.
III.—EDUCATIONAL PERIODICALS.
IV.—ADDITIONAL PUBLIC LIBRARIES.
V.—NECROLOGY.

I.—EDUCATIONAL BENEFACTIONS.

TABLE 83.—Summary of gifts and legacies to educational institutions—PART I.

States and Territories.	Total.	Institutions for secondary instruction.	Preparatory schools.	Universities and colleges.	Institutions for the superior instruction of women.
Alabama	\$30,950	\$4,800		\$15,000	\$4,650
Arkansas	52,200	31,700	\$18,000	2,500	
California	36,025	2,025	4,000	20,000	10,000
Colorado	202,116		1,600	200,516	
Connecticut	142,574	625		82,945	
Florida	16,000	16,000			
Georgia	120,088	72,660	8,000	28,828	
Illinois	175,652	29,339		128,100	6,463
Indiana	45,000			45,000	
Iowa	70,270	11,365		51,000	
Kansas	92,654	50,654		42,000	
Kentucky	219,880	4,880		125,000	
Louisiana	101,000	1,000		100,000	
Maine	71,540	12,350	55,090		
Maryland	14,910	500	800	500	
Massachusetts	582,338	32,115	50,913	304,500	124,072
Michigan	87,707			85,157	
Minnesota	116,646	52,550		32,296	6,800
Mississippi	19,042	12,100		6,942	
Missouri	308,314	11,815	1,200	90,572	
Nebraska	28,401	18,426		8,000	
Nevada	2,000	2,000			
New Hampshire	155,300	5,200	150,000		
New Jersey	1,085,716	500	1,000,000	12,000	
New York	707,329	106,850	14,870	310,448	2,174
North Carolina	100,850	21,810		79,000	40
Ohio	312,749	6,200		162,583	102,050
Oregon	25,420	3,420			
Pennsylvania	345,852	1,775	73,000	151,184	3,000
South Carolina	3,700	600		3,100	
Tennessee	270,375	1,750		264,000	
Texas	1,000	1,000			
Vermont	95,700	95,500	200		
Virginia	158,240	75		62,200	36
Wisconsin	104,001	15,888	1,525	61,000	7,000
Dakota	17,100	15,500		1,600	
District of Columbia	10,200		6,500	2,200	
Indian Territory	12,650	12,650			
Montana	4,500			4,500	
New Mexico	18,860	18,860			
Utah	5,400	5,400			
Washington	5,982	1,800		4,082	
Total	5,976,168	681,782	1,385,698	2,530,948	266,285

TABLE 83.—Summary of gifts and legacies to educational institutions—PART II.

States and Territories.	Schools of science.	Schools of theology.	Schools of law.	Schools of medicine and pharmacy.	Training schools for nurses.	Institutions for the deaf and dumb.
Alabama		\$6,500				
Arkansas						
California						
Colorado						
Connecticut		10,000			\$4,809	
Florida						
Georgia		10,600				
Illinois		1,600	\$150	\$10,000		
Indiana						
Iowa		7,842				
Kansas						
Kentucky		90,600				
Louisiana						
Maine		4,100				
Maryland		8,400		4,710		
Massachusetts	\$63,620	10,000				\$118
Michigan	150					2,400
Minnesota				25,000		
Mississippi						
Missouri		14,727	40,000	150,000		
Nebraska		1,975				
Nevada						
New Hampshire						
New Jersey		72,874			342	
New York	40,000	219,223		6,000	6,984	780
North Carolina						
Ohio		38,416		3,500		
Oregon				22,000		
Pennsylvania		65,741		1,025	11,698	38,429
South Carolina						
Tennessee		3,500		1,125		
Texas						
Vermont						
Virginia	87,929	8,000				
Wisconsin		18,588				
Dakota						
District of Columbia		1,500				
Indian Territory						
Montana						
New Mexico						
Utah						
Washington						100
Total	188,099	593,586	40,150	223,360	23,833	41,827

^a Benefactions to medical departments of some colleges are not separated from the general benefactions to those colleges.

Considerably more money has been *pledged* to educational institutions during the period covered by this report than is presented in the foregoing table, for the reason that special care has been taken to include such moneys only as appear from returns, or, as have been learned by special inquiry, to be actually in the possession of or secured to the institutions.

Owing to the brief time allowed for the preparation of this report, no effort has been made to learn the benefactions to any class of institutions, excepting those to which forms containing the question of benefactions were sent.

Letters have been written concerning newspaper notices of benefactions, only in cases in which there was almost conclusive evidence that considerable sums had been given, the omission of which would be noticeable.

TABLE 84.—Statistics of gifts and legacies to colleges, schools, &c., for 1885-86; from replies to inquiries by the United States Bureau of Education.

1 Post-office address.	2 Name of institution.	3 Total.	4 By whom given, residence, amount, kind, purpose, and conditions of gift, and remarks.
ACADEMIES, &c.			
Tallahassee, Ala.....	Tallahassee College.....	\$4,800	Many sources, for students' aid and general work of the college.
Albion, Ark.....	Central Collegiate Institute.....	5,000	Paying purchase-money on property.
Arkadelphia, Ark.....	Ouachita College.....	21,000	\$6,500 in bequests and gifts; \$15,000 for building fund raised by subscription.
Boswellville, Ark.....	Fort Smith District High School.....	2,300	Repairing of building.
El Dorado, Ark.....	El Dorado Male and Female Academy.....	2,500	\$600 to building; remainder, salaries of teachers.
Rogers, Ark.....	Hopkins Academy.....	2,000	From Moses Hopkins, for physical apparatus.
Oakland, Cal.....	St. Joseph's Academy.....	2,000	From Robbins Battell, Norfolk, grading grounds and repairs on buildings.
Sacramento, Cal.....	Robbins School.....	600	Scholarship.
Norfolk, Conn.....	Plainfield Academy.....	25	\$2,000 in money, and land, valued at \$4,000, from citizens of Groton and vicinity.
Plainfield, Conn.....	Groton College.....	6,000	Erection of buildings and general school purposes.
Groton, Dak.....	All Saints' School.....	9,500	
Sioux Falls, Dak.....	De Land Academy and College.....	15,000	
De Land, Fla.....	Cookman Institute.....	1,000	
Jacksonville, Fla.....	Atlanta Baptist Seminary.....	1,875	
Atlanta, Ga.....	Spelman Seminary.....	40,000	John D. Rockefeller, New York, \$21,000, building.
Jefferson, Ga.....	Martin Institute.....	31,500	W. D. Martin, deceased, 150 shares Georgia railroad stock, now worth nearly \$30,000, and \$15,000 in cash.
Mont Airy, Ga.....	Sibley Institute.....	10	For books.
Walthourville, Ga.....	Walthourville Academy.....	135	To repair building.
White Sulphur Springs, Ga.....	White Sulphur Springs High School.....	150	From trustees and teachers of the school, for apparatus and fixtures.
Anna, Ill.....	Union Academy of Southern Illinois.....	614	\$464 for endowment and \$150 for books for library.
Chicago, Ill.....	German-American Academy of Chicago, Normal and College Preparatory.....	200	
Danville, Ill.....	Danville Seminary.....	300	For apparatus.
Dover, Ill.....	Dover Academy.....	400	Rock River Conference, Northern Illinois, for salaries of teachers and for expenses.
Eshelhurst, Ill.....	Evangelical Proseminary.....	6,709	
Geneseo, Ill.....	Geneseo Collegiate Institute.....	6,000	Mrs. Susan A. Harding, Monmouth, Ill., \$3,000 for endowment, \$3,000 for principal's residence and endowment.
Leharpe, Ill.....	Gittings Seminary.....	15,000	Given by North Illinois Conference of Methodist Protestant Church.
Pekin, Ill.....	Cathedral Grammar School.....	116	Rt. Rev. Geo. F. Seymour, Springfield, Ill.
Muskogee, Ind. Ter.....	Harrell International Institute.....	10,000	Board of Missions, Nashville, Tenn., to pay debt incurred in building.
Vinita, Ind. Ter.....	Worcester Academy.....	250	General purposes.
Wheelock, Ind. Ter.....	Wheelock Seminary.....	2,400	\$1,750 cash to pay teachers' salaries, and \$650 in clothing for pupils.
Ackworth, Iowa.....	Ackworth Academy.....	65	
Albion, Iowa.....	Albion Seminary.....	4,000	Purchase of hearing hall and grounds.
Denmark, Iowa.....	Denmark Academy.....	3,600	Isaac Fisk, Denmark, Iowa, \$2,500; J. A. Reed, Davenport, Iowa, \$600; G. B. Brackett, Denmark, Iowa, \$300; interest to be used for support of teachers.
Orange City, Iowa.....	Northwestern Classical Academy.....	1,550	W. Wyckoff, Jamaica, L. I., \$100; Anson, \$100; P. Lott, Jamaica, L. I., \$100; Denominational Board (Reformed Church in America) of Education, New York, N. Y., \$1,250.

Oange, Iowa	2, 100	For erection of a building.
Pleasant Plain Academy	50	Books.
Harlan, Kans.	162	\$112, annual conference, to pay college debt; \$50, Rev. Peter Wagner, Harlan, Kans., for general interest of the college.
Lincoln, Kans.	10, 492	Employment and current expenses.
Lindsborg, Kans.	40, 000	P. B. Plumb, Emporia, Kans., and many others, for building.
Hiseville, Ky.	120	To pay teachers.
Owenton, Ky.	60	
Princeton Collegiate Institute.	2, 500	John A. Durcan, scholarship.
Richmond, Ky.	1, 000	American Missionary Association, patrons.
Williamshurst, Ky.	1, 200	For desks and apparatus.
Baldwin, St. Mary's, La.	1, 000	Tournament fund.
Backport, Me.	12, 000	Towards new building.
Swong, Me.	350	Frank Brown, Baltimore, Md., for water and furnace arrangements.
Sykesville, Md.	50	Alonzo Lily, Newton, Mass.
Ashtfield, Mass.	500	Hzekiah Conants, Pawtucket, R. I., for building and improvement of grounds.
Dunfey, Mass.	5, 000	Miss Johanna Chase (deceased), Blackstone, Mass., \$2,000 in real estate, \$5,000 in personal property, for general educational purposes.
Franklin, Mass.	8, 000	For general purposes.
South Lancaster, Mass.	5, 065	Stephen A. Stone, Rovers, Mass., to pay tuition of deserving indigent students.
Westford, Mass.	1, 000	\$3,000 towards payments of debt, \$2,000 for scholarships.
Wilbraham, Mass.	13, 000	Geo. A. Pillsbury, W. W. Huntington, Geo. A. Rust, in money, to sustain the school.
Minneapolis, Minn.	500	No reports having been previously made; this includes gifts made in last of 1855.
Montevideo, Minn.	27, 000	Name changed from Baldwin School, Mr. Baldwin, of Philadelphia, Pa., deceased, having be- queathed this money to found English and classical seminary.
St. Paul, Minn.	25, 000	
Wesleyan Methodist Seminary.	50	\$1,000 from John F. Stator fund; of this amount \$600 was for teachers' salaries, \$200 for stu- dent aid, and \$200 for improvement of industrial department.
Mount Hermon Female Seminary.	1, 600	W. H. Hill, of Sylvaurea, in land, for college site.
Sylvaurea, Miss.	500	For ground and buildings.
Verona, Miss.	10, 000	Improvements in building.
North Mississippi Female College.	465	For apparatus.
Bellevue Collegiate Institute.	100	To finish building.
Concordia College.	800	To establish the school.
Kansas City Ladies' College.	1750	To improve property.
Marble Hill, Mo.	4, 000	Mrs. McCormick, towards erection of a chapel, the students doing the work to an equal amount.
Otterville, Mo.	800	To build ladies' hall.
Park College.	6, 000	From Board of Aid for Colleges of the Presbyterian Church.
Franklin, Mo.	5, 000	From numerous sources, for current expenses.
Hastings, Neb.	2, 500	Through American Missionary Association.
Gates College.	4, 120	Rev. Bishop Mangro (?), Sacramento, Cal., and John W. Mackey, San Francisco, Cal.
Santee Normal Training School.	6, 806	From Unitarian churches and laymen, to pay current expenses.
Mt. Mary's Academy.	2, 000	From E. S. Coe, Bangor, Me., for reading room and apparatus.
Proctor Academy.	1, 200	Elizabeth A. Knox, Pembroke, to pay tuition of teachers' salaries, at discretion of trustees.
Coe's Northwood Academy.	4, 000	Society of Friends.
Pembroke, N. H.	500	New West Education Commission, for salaries of principal and assistants.
Friends' Select School.	1, 600	New West Education Commission, Chicago, \$2,000; C. B. Sumner, Los Angeles, Cal., \$100;
Albuquerque, N. Mex.	2, 200	Charles Harwood, Springfield, Mo., \$100; all for current expenses.
Los Vegas Academy.	15, 060	Various subscriptions for general expenses, \$4,239; American Missionary Society for Ramona Indian school, \$5,456; and \$5,355 from the United States Government

TABLE 84.—*Statistics of gifts and legacies to colleges, schools, &c., for 1885-86, &c.—Continued.*

Post-office address.	Name of institution.	Total.	By whom given, residence, amount, kind, purpose, and conditions of gift, and remarks.
	1	3	4
ACADEMIES, &c.—continued.			
Argyle, N. Y.	Argyle Academy	\$85	For apparatus.
Brooklyn, N. Y.	Adelphi Academy	100, 000	Charles Pratt, Brooklyn, to erect a building; after building is finished an amount is to be set aside annually from surplus income towards a fund for department of physical training.
Brooklyn, N. Y.	Berkeley Institute	3, 800	Current expenses.
Franklinville, N. Y.	Ten Broeck Free Academy	500	Caleb G. Hall, to endow prize for excellence in reading.
Garden City (L. I.), N. Y.	Cathedral School of St. Paul	900	Mrs. Mary Golden King, Great Neck, L. I.
Lansingburgh, N. Y.	Lansingburgh Academy	500	R. C. Haskell, Lansingburgh, for salary of assistant teacher.
Le Roy, N. Y.	Le Roy Academic Institute	25	For prizes.
Marion, N. Y.	Marion Collegiate Institute	1, 000	Repairs, apparatus, &c.
Rensselaerville, N. Y.	Rensselaerville Academy	40	Books.
Concord, N. C.	Scotia Female Seminary	2, 805	General expenses.
Forest City, N. C.	Forest City High School	300	Building.
Franklinton, N. C.	Franklinton Literary and Theological Christian Institute	1, 200	Various sources.
Greensborough, N. C.	Bennett Seminary	3, 000	Freedman's Aid Society of the M. E. Church, and others, for salaries, students' aid, and purchase of property.
Greenville, N. C.	Greenville Male and Female Institute	5	T. G. Skinner.
Now Garden, N. C.	Friends' School	9, 000	Given by many people, for building purposes.
Troy, N. C.	Troy High School	500	C. C. Wade, B. G. Marsh, and S. J. Smitherman, \$300 for piano, \$200 for improvements.
Wilmington, N. C.	Tilteston Normal School	5, 000	Mrs. Mary Honeaway, Boston, Mass., for current expenses.
Earnesville, Ohio	Friends' Boarding School	2, 200	For fund to aid students, and real estate, purchase of which is left to committee.
Woodville, Ohio	Teachers' Seminary of the Evangelical Joint Synod of Ohio and adjacent States	4, 000	
Albany, Oreg.	Albany Collegiate Institute	1, 000	W. S. Ladd and H. W. Corbet, repairs and current expenses.
Drain, Oreg.	Drain Academy	2, 200	J. C. and Chas. Drain, W. K. Kendall, R. A. Booth, F. W. Benson, M. Russell, P. Schlosser, J. K. Kendall, H. M. Caldwell, and T. L. Jones, for endowment.
Gorvais, Oreg.	St. Scholastica's Convent School	40	Rev. Father Vermeersch, of St. Louis, and others, for school apparatus.
Portland, Oreg.	Independent German-English School	180	By society organized to support instruction in the German language in this school.
Keating, Pa.	Weaver College and Musical Institute	1, 700	Towards liquidation of debt.
Mt. Pleasant, Pa.	Western Pennsylvania Classical and Scientific Institute	75	Towards building.
Frogmore, S. C.	Penn School	600	And the services of six teachers.
Knoxville, Tenn.	Knoxville College	250	From the heirs of Charles H. Brett, for library.
Lexington, Tenn.	Lexington Academy	1, 500	Citizens of Lexington, for new building.
Buffalo Gap, Tex.	Buffalo Gap College	1, 650	For improvement on building and for apparatus.
Rice's Mills, Tex.	Rice's Mills Academy	100	School apparatus.
San Marcos, Tex.	Coronal Institute	250	For improvements.
Ogden, Utah	School of the Good Shepherd	1, 400	For scholarships.
Salt Lake City, Utah	Salt Lake Seminary	4, 000	From M. E. Church Home Missionary Society.

Bracketsville, Vt.....	500	Mrs. Sarah E. Jacobs, Boston, Mass., scientific apparatus.
Barro, Vt.....	6,000	Jonas Barker, Richmond, Vt., endowment.
Vermont Episcopal Institute.....	47,000	\$20,000 by the late John P. Howard; \$27,000 given by numerous people, to be used for the establishment of a female department of the institute.
Derby, Vt.....	700	Citizens of Derby, for furniture and repairs.
Caledonia County Grammar School.....	3,300	From the alumni, for building.
Troy Conference Academy.....	8,000	\$3,000 to apply on debt, \$5,000 endowment.
Saxton's River, Vt.....	30,000	To erect an academy building and principal's house.
Brentsville, Va.....	25	J. B. Reid.
Virginia Normal School.....	50	General service.
Ellenburgh Academy.....	1,500	In land, from W. N. Ayers, Fayetteville, Ark.
Olympia Collegiate Institute.....	300	\$185 to pay deficit in teachers' salaries; \$115 for new chapel organ.
Albion Academy and Normal Institute.....	300	Chiefly contributions from "Reformed Church in United States," churches.
Mission House.....	9,588	Endowment and building.
Carroll College.....	6,000	
PREPARATORY SCHOOLS.		
Arkadelphia, Ark.....	18,000	Mostly residents, in building, land, books, and money.
Healdsburg, Cal.....	4,000	Current expenses.
Denver, Colo.....	1,600	Cathedral chapter, Denver, and G. A. Jarvis, Brooklyn N. Y.; principal's salary \$1,000, and \$600 in improvements.
Washington, D. C.....	6,500	W. W. Corcoran, Washington, D. C., a painting.
Valdosta Collegiate and Normal Institute.....	8,000	Chiefly from citizens of Valdosta.
Fryeburgh Academy.....	90	Charles D. Barrows, San Francisco, Cal., for two prizes of \$25 each, and two of \$20 each.
Hobron, Mo.....	25,000	David Anderson (deceased), East Livermore, Mo., \$10,000 for endowment fund; B. F. Startevant, Jamaica Plain, Mass., \$10,000 for building; and Colby University, \$3,000 for building.
Houlton, Me.....	30,000	Mrs. Catharine Wordring, Grand Forks, D. T., in cash, for new school building, to be called Wordring Hall.
Rockville, Md.....	800	Annual donation from State of Maryland, in consideration of the free tuition of eight pupils, elected by board of trustees.
Andover, Mass.....	2,500	Edward Taylor, Andover, for part cost of administration building.
Groton, Mass.....	15,000	Chiefly for new gymnasium.
South Byfield, Mass.....	13	Towards gymnasium.
Worcester, Mass.....	33,400	J. H. Walker, Worcester, G. W. Kinsley and J. W. Merrill, Cambridge, Mass., \$33,000, for further endowment and buildings; \$200 for physical laboratory, and \$200 for lecture course.
Paynesville, Mo.....	1,200	Citizens of the vicinity; money, buildings, and grounds.
Esoter, N. H.....	150,000	F. E. Parker (deceased), Boston, Mass., \$100,000; Dr. Francis P. Hurd, Boston, Mass., \$50,000.
Leavertsville, N. J.....	1,000,000	John C. Green (deceased), New York, N. Y., endowment.
Brooklyn, N. Y.....	3,800	From board of trustees, to meet advances in first year's expenses.
Cazenovia Seminary.....	3,000	Mrs. L. G. Griffin, West Troy, N. Y., endowment.
Cazenovia Seminary.....	6,000	William Winton, Edwin Booth, Lawrence Barrett, E. C. Stodman, T. B. Aldrich, John Gilbert, Wilkie Collins, Geo. Wm. Curdis, and others, in books.
Waterville, N. Y.....	70	A. R. Palmer (deceased).
Harry Hillman Academy.....	14,000	\$7,000 from Mr. Samuel Small, for scholarships, and \$52,000 from Mr. Small's heirs, for re-building.
York Collegiate Institute.....	59,000	For library.
Manchester, Vt.....	200	Churches and various private individuals, \$1,350 for new buildings for girls.
Beaver Dam, Wis.....	1,500	John C. Spencer, Milwaukee, for Spencer prize in declamation.
Milwaukee, Wis.....	25	

TABLE 84.—Statistics of gifts and legacies to colleges, schools, &c., for 1885-'86, &c.—Continued.

Post-office address.	Name of institution.	Total.	By whom given, residence, amount, kind, purpose, and conditions of gift, and remarks.
1	2	3	4
UNIVERSITIES AND COLLEGES.			
Marion, Ala.	Howard College	\$15,000	Endowment.
Batesville, Ark.	Arkansas College	2,500	Rev. T. K. Welch, Little Rock, Ark., for endowment of professorship.
Napa City, Cal.	Napa College	15,000	Building.
Santa Rosa, Cal.	Pacific Methodist College	5,000	From trustees, professors, and Methodist friends, to pay debts on college building.
Palo Alto, Cal.	Leland Stanford Junior University .....	.....	From Mr. and Mrs. Leland Stanford, property to found and maintain university, value not named.
Denver, Colo.	University of Denver	200,516	\$100,000 from Mrs. Iliff Warren; to found school of theology, conditioned upon securing of \$50,000 to endow other chairs; the amount was obtained in land. Mr. Jacob Haish gave \$50,000 for manual training school; and Miss Harriet Sawyer, Oxford, Ohio, has given \$516, but requests that the interest be paid her during life, or, if unclaimed, it may be loaned without interest to a theological student.
Hartford, Conn.	Trinity College	44,195	Junius S. Morgan, London, England, \$23,000; Robert H. Coleman, Pennsylvania, \$10,000; sandy alumni donations to the general fund, \$2,510.
Middletown, Conn.	Wesleyan University	4,306	O. Hoyt and W. Hoyt Stamford, Conn., J. W. Beach, Middletown, Conn., A. Fowler and B. Colgate, New York, N. Y., C. Scott, Philadelphia, Pa., W. Rice, Springfield, Mass., and others, in sums not exceeding \$500 for current expenses.
New Haven, Conn.	Yale College	78,629	Of which \$15,448 were for the establishment of new funds in the several departments. This is accurate as may be, considering the difficulties in the case.
Atlanta, Ga.	Atlanta University	7,853	Mrs. Sarah C. Boyd, Bradford, Mass., \$500 for scholarship; various people, \$2,809 for student aid, and \$4,544 for current expenses.
Atlanta, Ga.	Clark University	20,000	Building.
Bowdon, Ga.	Bowdon College	975	From citizens of Bowdon, to employ teachers.
Abingdon, Ill.	Hedding College	1,000	Debts and current expenses.
Bloomington, Ill.	Illinois Wesleyan University	30,000	Endowment from various people in Illinois.
Eureka, Ill.	Eureka College	4,500	In small sums for endowment of Bible chair and college aid.
Ewing College, Ill.	Ewing College	5,000	Endowment fund, chiefly as scholarships.
Galena, Ill.	German-English College	500	Gilbert Barais, Livingston, Wis., endowment.
Galesburg, Ill.	Lombard University	4,000	Mostly to increase endowment fund.
Jacksonville, Ill.	Illinois College	18,000	\$17,000 endowment; \$1,000 apparatus.
Rock Island, Ill.	Angustana College and Theological Seminary	49,000	P. L. Cable, Rock Island, \$25,000. Total used for new building, support of the college, and to aid students preparing for the ministry.
Upper Alton, Ill.	Shurtleff College	10,000	From various persons.
Westfield, Ill.	Westfield College	6,100	
Franklin, Ind.	Franklin College	15,000	James Forsythe, Trafalgar, Ind.
Greencastle, Ind.	De Pauw University	30,000	W. C. De Pauw, New Albany, Ind., \$20,000; \$10,000 from various sources, all for general endowment.
Des Moines, Iowa	Drake University	15,000	General F. M. Drake \$12,000; others small sums, all for general endowment.

TABLE 84.—Statistics of gifts and legacies to colleges, schools, &c., for 1885-'86, &c.—Continued.

Post-office address.	Name of institution.	Total.	By whom given, residence, amount, kind, purpose, and conditions of gift, and remarks.
UNIVERSITIES AND COLLEGES—continued.	2	3	4
College Hill, Mass.	Tufts College.....	\$27,035	Harvard University—continued. \$100, for use of botanic garden; William A. Rogers, \$25 towards salary of assistant in observatory; Nathaniel C. Nash, \$1,000 for Greek department; Harold Whiting, \$500 for expenses in physics C; Mrs. Elizabeth L. Fitz, marble bust of her father, late Dr. Edward H. Clarke, for medical school; Prof. A. M. Mayer, letter written by Thomas Jefferson, to Jefferson physical laboratory; James Russell Lowell, 688 volumes and 130 pamphlets to college library; S. P. Sharples, collection of photographs of leaves and plants of the United States, to botanic garden; L. Foster Morse, an original document, being the account of Thos. Hubbard, as treasurer of Harvard College, 1761; Miss Rebecca Bradford (deceased), collection pressed plants and flowers, of shells, and of books; Second Massachusetts Cavalry Volunteers and others, Italian marble bust of late General Charles Russell Lowell, by D. C. French; Mrs. Nathaniel Thayer, marble bust of Andrew P. Peabody for divinity school; Clothworkers' Company of London, fac-simile copies of the entries in their books relating to Thomas, brother of John Harvard, and printed copies of their charters, transmitted by Sir Sidney H. Waterloy; H. H. Hummwell and F. L. Ames, expenditures amounting to \$1,850 since 1881-'82 towards the equipment of a botanical laboratory.
Williamstown, Mass.	Williams College.....	18,080	Albany, \$1,868, for library; Mrs. Mary L. Goddard, Newton, Mass., \$18,379 for chapel; Nathaniel Wright, \$2,000; Sarah A. Griffiths, Boston, \$3,750; Harriet II. Fay, Washington, \$398—last three gifts and remainder of the total amount for general purposes. S. D. Warren, Boston, \$500 for gymnasium; Manquard estate, \$7,500; H. E. Adrianoe (class of 1883), Poughkeepsie, \$1,500; F. F. Thompson (class of 1896), \$1,000 for clock; Robbins Biddell, New York, for bells, \$1,013; estate of Henry P. Brush, Binghamton, for scholarship, \$2,375; estate of H. T. Morgan, of New York city, \$1,387; Samuel Johnson, Boston, president's private fund, \$500; Mrs. Edward H. Perkins, Hartford, same, \$100; Eugene Delano, Philadelphia, same, \$100; Dr. J. B. Hayes, of Canandaigua, N. Y., for Garfield fund, \$100; estate of L. J. Knowles, Worcester, for Garfield fund, \$200; W. C. Thayer, same, \$500; James W. Brown, for library, \$100; estate of Cyrus Taggart Mills (class 1814), for scholarship, \$1,000; F. W. Olds (class 1-73), payment of remitted tuition, with interest, \$700.
Hillsdale, Mich.	Hillsdale College.....	10,000	Rev. S. F. Smith, Lone Pine, Nebr., in land, for general purposes.
Holland, Mich.	Hope College.....	3,520	Numerous sources, for support of college.
Kalamazoo, Mich.	Kalamazoo College.....	67,000	Many people of Michigan, \$17,000 to pay a debt, and \$50,000 as addition to endowment.
Olivet, Mich.	Olivet College.....	4,637	Rev. E. J. Cummings, North Kingsville, Ohio, \$500; remainder from various sources, for general purposes and to endow a chair.
Minneapolis, Minn.	University of Minnesota.....	10,000	Students' Christian Association building.
Northfield, Minn.	Carleton College.....	22,296	James J. Hill, St. Paul, Minn., \$5,000 for Repsold Meridian Circle; remainder from various sources, for general purposes.
Clinton, Miss.	Mississippi College.....	3,100	Various sources, for college support.
Holly Springs, Miss.	Rust University.....	3,842	M. G. Lee; Slater fund; K. S. Rust, Freedmen's Aid Society of M. E. Church.
Fayette, Mo.	Central College.....	6,000	L. V. Stephens, Boonville, Mo., \$5,000 for scientific hall; W. M. Rusli, Peconyville, Mo., \$1,000 for two scholarships, for benefit of descendants of testator, or, in absence of such, scholarships for meritorious students.

Glasgow, Mo.	150	Cost of anatomical outfit, given by Miss Bernice Morrison, St. Louis, Mo.
St. Louis, Mo.	45,000	Chicly, in real estate \$12,500 for school of fine arts, other gifts for general fund.
Springfield, Mo.	37,084	\$25,000 from Friends of Dr. C. L. Goodell, of St. Louis, to found Greek professorship.
Warrenton, Mo.	2,438	\$2,256 for the theological department, \$32 for apparatus.
Croft, Neb.	6,000	Philip L. Moon, Worcester, Mass.; Ezra Farnsworth, Boston, Mass.; J. N. Dennison, Boston, and others, mainly to pay for the new ladies' hall.
Omaha, Neb.	2,000	C. C. Thomas and H. M. Yerington, mineral specimens for a cabinet.
Keno, Nev.	12,000	Johnson Larson (deceased), New Brunswick; \$5,000, alumni and friends, about 60 in number; Professors salaries, &c.
New Brunswick, N. J.	8,000	Thomas Kingsford, Oswego, N. Y., \$500; H. A. Morgan, Aurora, \$500; Mrs. Zabinski, Aurora, \$200; former students, \$300, to increase library.
Amandale, N. Y.	1,500	This amount is the total of benefactions to December 1, 1886, subscription for endowment not completed till that date. Gen. E. A. Merritt, Potsdam, N. Y., \$2,500; P. H. Barnum, Balingport, Conn., \$2,500; Geo. C. Thomas, Germantown, Pa., \$2,500; Lyman Dickfort, Macedon, N. Y., \$3,000; A. G. Gaines, Canton, N. Y., \$1,500; Geo. Robinson, Canton, N. Y., \$1,000; P. H. Hilcy, Branchport, N. Y., \$1,000, and other, to the number of about 450.
Aurora, N. Y.	50,963	In sums varying from \$5 to \$1,000.
Canton, N. Y.	2,500	S. B. Colgate, New York, N. Y., for current expenses.
Geneva, N. Y.	5,000	\$60,000, to establish a professorship of ethics and moral philosophy; \$54,960 from Hiram Sibley, esq., of Rochester, N. Y., for the enlargement and further equipment of the Sibley College of Mechanic Arts.
Hamilton, N. Y.	2,500	William Lamson, Nicholas B. Keeney, and Chas. F. Proutico, LeRoy, N. Y., Miss Alice Warren, Terre Haute, Ind., and others, \$10,000 for dormitory; \$2,000 for an annuity for the founder of the school.
Ithaca, N. Y.	114,960	A. A. Low, esq., Brooklyn, N. Y., for the purchase of books.
LeRoy, N. Y.	14,000	\$25,000 Medford Reynolds, Esq., for chemical laboratory.
New York, N. Y.	5,000	James Brown and Francis M. Mann.
Rochester, N. Y.	30,425	Mainly from A. E. Church conferences for endowment of the college.
Schenectady, N. Y.	21,100	Mary K. Smith, \$13,000, in tract of land. Income to be used to educate in the University of North Carolina a student who shall be appointed by the faculty.
Syracuse, N. Y.	17,000	For endowment of president's chair.
Chapel Hill, N. C.	54,000	J. A. Bosawick, \$50,000 for endowment, and \$10,000 interest of which is to be loaned to poor students for payment of tuition.
Charlotte, N. C.	5,000	Isaac and Lavina Kelly, Mill Village, Pa., \$25,768 for general endowment; remainder in small sums from various sources.
Wako Forest College.	60,000	For building purposes.
Akron, Ohio.	37,518	For building: R. G. Peters, \$50,000; Mrs. M. Mitchell, \$500; C. C. Sheppard, \$500; Miss A. Lamson, \$1,000; From Marquand estate, by A. Trask, \$2,500; C. P. Treat, \$500; H. L. Merrill, \$503; E. A. West, \$1,000; S. F. Cooper, \$1,000; E. L. Baldwin, \$5,000; H. C. Y. Spear, \$5,300; Alvin Bradley, \$10,000; various small sums, \$900. For endowment: G. W. Dove, \$1,000; A. Walworth, \$900; bequest by Mrs. S. Bierce, \$705; various small sums, \$405. For general uses: Bequest by Brewster Pelton, \$1,250; bequest by Joseph Perkins, \$12,226; G. H. Corless, \$500; E. A. Brown, \$472; Miss Julia Dickinson, \$300; in small sums, \$928; for libraries, \$2,289; for educational funds other than college educational societies, \$2,000; for Slavic and other special funds, \$2,800.
Bachtel College.	10,000	\$500, Mr. John Byall; remainder from various sources, all for scholarships.
Hiram College.	110,535	Endowment.
Oberlin College.	1,000	Gen. John Patton, four prizes of \$25 each for leader of each of the four classes.
Oxford, Ohio.	3,500	Trustees, \$7,300; other friends, \$867, for current expenses.
Wesleyan University.	1,000	
Wesleyan University of Waukesha.	50,000	
Geneva College.	100	
Dickinson College.	8,102	
La Fayette College.		

TABLE 8A.—Statistics of gifts and legacies to colleges, schools, &c., for 1885-'86, &c.—Continued.

Post-office address.	Name of institution.	Total.	By whom given, residence, amount, kind, purpose, and conditions of gift, and remarks
UNIVERSITIES AND COLLEGES—continued.	2	3	4
Gettysburgh, Pa.....	Pennsylvania College.....	\$800	Mauss Bros., Cincinnati, Ohio, \$600; John M. Young, Williamsport, Pa., \$100; Mrs. A. E. Eyerman, Easton, Pa., \$100; improvement of campus.
Haverford College, Pa.....	Haverford College.....	20, 246	Jacob P. Jones, \$5,000, scholarship; David Scull and others, Philadelphia, the remainder for various purposes.
Jefferson, Pa.....	Monongahela College.....	1, 062	L. H. Delhi, scholarship.
Lancaster, Pa.....	Franklin and Marshall College.....	2, 000	William Bucknell, Philadelphia, Pa., for a chapel.
Lewisburgh, Pa.....	Bucknell University.....	10, 000	William A. Holliday, Brooklyn, N. Y., to complete endowment of chair of natural science.
Lincoln University, Pa.....	Lincoln University.....	15, 000	Legacy for building.
Philadelphia, Pa.....	La Salle College.....	23, 874	The final annual instalment of the \$100,000 left by Mr. Samuel Willotts, of New York, to be paid in five annual instalments, the interest of which must be used to assist needy students.
Swathtown, Pa.....	Swathtown College.....	20, 000	From the city of Charleston.
Charleston, S. C.....	College of Charleston.....	2, 500	From Synod of South Carolina, for support of faculty.
Newberry, S. C.....	Newberry College.....	600	500 or more volumes for library, and furniture, from numerous individuals and churches.
Clarksville, Tenn.....	Southwestern Presbyterian University.....	.....
Mossy Creek, Tenn.....	Carson College.....	21, 500	J. H. Carson, Dandridge, Tenn., \$20,000 in cash and real estate; Elisha Kimbrough, Mossy Creek, \$1,500 in cash, all to be applied to aid indigent candidates for the ministry.
Nashville, Tenn.....	Roger Williams University.....	7, 500	W. E. Hayward, Panama, Ill., \$1,500, building.
Nashville, Tenn.....	Vanderbilt University.....	240, 000	William H. Vanderbilt (deceased), New York, N. Y., \$200,000 in railroad bonds, for the general endowment fund, and \$10,000 in cash for general use.
Sewanee, Tenn.....	University of the South.....	25, 000	Hon. Jacob Thompson (deceased), Memphis, Tenn., \$12,000, payment of college debt; Florence Miller Jameson, New York, N. Y., \$13,000, to build convocation house and gymnasium.
Ashland, Va.....	Randolph Macon College.....	45, 000	From a great number of people, to endow the college.
Hampton Sidney, Va.....	Hampton Sidney College.....	3, 200	In small amounts, to erect a memorial building for lecture-room, &c.
Richmond, Va.....	Richmond College.....	12, 000	Library and scholarship.
Salem, Va.....	Roanoke College.....	2, 000	In real estate, from Mrs. John Trout, Union Hall, Va., for endowment; other gifts in cash, small sums, for scholarships and current expenses.
Appleton, Wis.....	Lawrence University.....	30, 000	In sums varying from \$25 to \$5,000, for endowment.
Beloit, Wis.....	Beloit College.....	2, 500	Endowment for chair of elocution.
Milton, Wis.....	Milton College.....	7, 000	Old students and other friends of the college.
Ripon, Wis.....	Ripon College.....	20, 500	To endow president's chair.
Watertown, Wis.....	Northwestern University.....	1, 000	August Frank (deceased), Milwaukee, Wis.
East Pierre, Dak.....	Pierre University.....	1, 000	Support of the institution.
Deer Lodge, Mont.....	College of Montana.....	4, 500	Alanson Trask, Brooklyn, N. Y., \$2,500, for salary and travelling expenses of the president; D. W. McWilliams, Brooklyn, N. Y., \$250, towards debt on dormitory; John F. W. Inslow, Tonghrkeepsie, N. Y., \$1,000, debt on dormitory; Mrs. C. H. McCormick, Chicago, Ill., \$50, debt on dormitory; remainder for salaries.

Walla Walla, Wash.....	Whitman College.....	4, 082	In small sums: \$3,500 to pay debt on building; remainder to build young men's hall, to pay salaries, and to build up the institution.
Washington, D. C.....	Howard University.....	2, 200	Slater fund, \$600; various sources, \$1,600; all for general purposes and industrial departments.
INSTITUTIONS FOR SUPERIOR INSTRUCTION OF WOMEN.			
Tuskegee, Ala.....	Alabama Conference Female College.	4, 650	Improvement of college buildings.
Mills Seminary, Cal.....	Mills' College and Seminary.....	10, 000	Miss Fannie Morrison (deceased), \$5,000; Mrs. C. T. Mills, \$5,000; all for scholarships.
Knoxville, Ill.....	St. Mary's School.....	1, 500	Organ and furniture for chapel.
Rockford, Ill.....	Rockford Seminary.....	4, 953	Order and furniture of the seminary in various directions.
Andover, Mass.....	Abbot Academy.....	16, 972	Two scholarships, \$2,000; building fund, \$14,806; alumnal fund for books and apparatus, \$73.
Northampton, Mass.....	Smith College.....	45, 000	
South Hadley, Mass.....	Mount Holyoke Female Seminary.....	41, 600	
Wellesley, Mass.....	Wellesley College.....	17, 600	
Allegheny, Penn.....	Albert L. S. College.....	4, 300	Books, \$750; furniture, \$580; land, \$1,000; cash, \$1,970.
Parthenon, Minn.....	St. Mary's Hall.....	2, 600	For the education of the daughters of missionaries in Minnesota.
Brooklyn, N. Y.....	Packer Collegiate Institute.....	2, 600	To endow scholarship.
New York, N. Y.....	Academy of the Sacred Heart, Manhattanville.....	120	James Faldut, Beckonridge, Minn., for books for library.
Plattsburgh, N. Y.....	D'Yorville Convent.....	54	
Lenoir, N. C.....	Davenport College.....	40	\$25 to best scholar; \$15 for prize in elocution.
Granville, Ohio.....	Shepardson College.....	100, 000	Endowment.
Hillsborough, Ohio.....	Highland Institute.....	300	Geo. J. Deedler and others.
Falmesville, Ohio.....	Lake Erie Female Seminary.....	1, 750	Citizens of Falmesville and Cleveland, \$1,600 for repairs and improvements; \$100 for aid of students; \$50 for books.
Allentown, Pa.....	Allentown Female College.....	3, 000	L. A. Butz, est., gave \$1,000 and collected \$2,000 to pay college debts.
Christiansburg, Va.....	Montgomery Female College.....	36	To aid ministers' daughters.
Milwaukee, Wis.....	Milwaukee College.....	7, 000	From C. S. Farrar, president of the college, to enlarge accommodations for boarding students.
SCHOOLS OF SCIENCE.			
Worcester, Mass.....	Worcester County Free Institute of Industrial Science.....	60, 020	From late Stephen Salisbury, \$25,000; P. L. Moon, \$25,000; estate of late L. J. Knowles, \$10,000, for general endowment fund. Messrs. Moon, Salisbury, and G. H. Whitcomb, \$320, for special repairs; Stephen Salisbury, \$200, for chemical apparatus; and \$100 given anonymously to purchase seating attachments to chairs; 200 arm-chairs for lecture and reception rooms, from Heywood Brothers, of Gardner, Mass.
Agricultural College, Mich.	Michigan State Agricultural College.....	150	Warren M. Badcock, Taunton, England, in recognition of benefit received as a student.
New York, N. Y. (34 and 36 Stuyvesant street).	Hebrew Technical Institute.....	40, 000	
Scienectady, N. Y.....	Union College School of Civil Engineering.....		Included in general college records, and not easily separated.
Easton, Pa.....	Pardee scientific department in La Fayette College.....		Reported with classical department.
Northfield, Vt.....	Norwich University.....		Subscriptions to an endowment fund by alumni; amount not told.
Hampton, Va.....	Hampton Normal and Agricultural Institute.....	87, 929	General purposes, \$34,119; special purposes, \$11,368; annual scholarships, \$26,802; beneficiary fund, \$2,722; Luthian fund, \$2,149; endowment fund, \$9,811; pastor's salary, \$936.
SCHOOLS OF THEOLOGY.			
Talladega, Ala.....	Theological department Talladega College.....	2, 300	Rev. John and Lydia Hawes Wood, Fitchburgh, Mass., \$1,000; H. B. Lincoln, Worcester, Mass., \$1,000; others, \$300; all for scholarships.
Tuscaloosa, Ala.....	Institute for Training Colored Ministers.....	4, 200	

TABLE 84.—Statistics of gifts and legacies to colleges, schools, &c., for 1885-'86, &c.—Continued.

Post-office address.	Name of institution.	Total.	By whom given, residence, amount, kind, purpose, and conditions of gift, and remarks.
SCHOOLS OF THEOLOGY— continued.	2	3	4
Hartford, Conn	Hartford Theological Seminary	\$10,000	In varying sums for endowment of William Thompson fellowship, proceeds to aid good scholar who wishes to pursue advanced studies in America or in Germany.
Washington, D. C	Howard University, theological department.	1,500	\$1,100 from American Missionary Association of New York; \$400 from presbyteries of the South.
Atlanta, Ga	Atlanta Baptist Seminary	5,000	In cash, besides considerable clothing.
Atlanta, Ga	Gannon School of Theology	5,600	Rev. E. H. Gannon, Batavia, Ill.
Evanston, Ill	Swedish Theological Seminary	1,600	Gifts included in college report.
Rock Island, Ill	German Presbyterian Theological Seminary	7,842	Cash and notes payable during year.
Dubuque, Iowa	School of the Northwest	90,000	Given by residents of the State to permanent fund.
Louisville, Ky	Southern Baptist Theological Seminary	4,100	For current expenses.
Bangor, Me	Bangor Theological Seminary	3,000	Henry Winkley, Philadelphia, adds this amount to the permanent fund of \$10,000 which bears his name.
Baltimore, Md	Centenary Biblical Institute	400	Reported under Harvard University.
Baltimore, Md	Mount Saint Mary's Theological Seminary	10,000	1,000 volumes, the library of late Rev. Dr. Hollingsworth, of New York, given by the Misses Hollingsworth.
Andover, Mass	Andover Theological Seminary	10,984	William Hollmann, Warrington, \$1,000, for stipends; F. G. and W. F. Niedringhaus, St. Louis, \$50 and \$250, respectively; Henry Blake, St. Louis, \$25; Mrs. A. Hausman, St. Louis, \$25; G. Hurri, Belleville, Ill., \$25; P. Fricke, Denver, Col., \$200; \$1,500 of the total amount for the salary of a professor, remainder for poor theological students.
Cambridge, Mass	Divinity School of Harvard University	3,743	Thomas Williams, real estate for president's house, \$6,000; Mrs. Eliza Knox Williams, \$1,000 for scholarship; bequest of James B. Hoy, \$2,000; persons and churches, \$2,874 for general purposes.
Cambridge, Mass	Episcopal Theological School	1,975	From various persons for a new library building.
St. Louis, Mo	Edon College, Evangelical Theological Seminary	12,874	G. C. Fiel, Rochester, N. Y.; Mr. and Mrs. N. L. Zabriskie and Henry A. Morgan, of Aurora, N. Y.; Miss Sarah B. Hills, of New York; and others, \$1,465, for salary of adjunct professor; \$6,722 to the permanent scholarship fund; \$910 in aid of students; \$840 towards current expenses; and the remainder added to the general permanent fund.
Warrenton, Mo	Central Wesleyan College, theological department	60,000	George A. Dockstadter, New York, N. Y., to complete the Dockstadter fund of \$1,000
Crete, Nebr	German Congregational Seminary	20,123	
Bloomfield, N. J	German Theological School of Newark, N. J	1,500	
Madison, N. J	Drew Theological Seminary		
Auburn, N. Y	Auburn Theological Seminary		
Canton, N. Y	Canton Theological School		

New York, N. Y.	General Theological Seminary, Protestant Episcopal Church.	185,000	William H. Vanderbilt, New York, legacy \$50,000, for general endowment; Miss Susan M. Edson, New York, legacy, \$10,000 for vocal instruction; Mrs. S. V. Hoffman, New York, gift, \$100,000 for chapel and \$25,000 in sundry anonymous gifts, unconditional. Mainly for scholarships.
New York, N. Y. (1200 Park avenue).	Union Theological Seminary	5,500	For library.
Rochester, N. Y.	Rochester Theological Seminary	1,500	\$1,000 from churches and small gifts from individuals; one bequest of \$1,000 in stocks from estate of Mrs. Emily G. Wilson, Philadelphia, Pa.
Stamfordville, N. Y.	Christian Biblical Institute	5,600	Endowment, \$8,815; contingent fund, \$7,570.
Dayton, Ohio	Union Biblical Seminary	16,385	In cash from sundry donors, for library purposes.
Oberlin, Ohio	Theological department, Oberlin College.	1,931	Given anonymously for endowment.
Tiffin, Ohio	Heflberg Theological Seminary	20,000	Heirs of Charles Buch, for the library.
Xenia, Ohio	United Presbyterian Theological Seminary of Xenia, Ohio.	2,074	\$1,000, bequest of Isaac Kirkpatrick, North Jackson, Ohio; \$574, bequest of William Marshall, Southfield, Mich.; \$500, bequest of Mary Patterson, New Concord, Ohio. Of the total, \$1,000 were for endowment for professors' salaries and \$1,074 for endowment for student aid.
Allegheny, Pa.	Reformed Presbyterian Theological Seminary.	2,000	Miss M. W. Denny, Pittsburgh, \$500, general endowment; estate of Mary Foster, \$1,050. Pastor bequest scholarship; remainder church collections, for library and general expenses. Annual collection in Moravian churches, \$2,066 for current expenses, \$500 for endowment fund.
Allegheny, Pa.	Western Theological Seminary	2,067	Miss Harriet Wilson, Lowell, Mass.
Leethlehem, Pa.	Moravian College and Theological Seminary	23,000	Peter Herman, J. R. Sample, of Muncy, Pa.; Miss Hattie S. Munich, of Paxinos, Pa.; Valentin Vought, of Elysburgh, Pa.; Messrs. Charles E. and Daniel K. Hoy, George Koup, Jacob Menges, and J. W. Gauger, all of Turbotville, Pa., and others, for endowment.
Meadville, Pa.	Meadville Theological School	11,000	In books and money.
Philadelphia, Pa.	Theological Seminary of Evangelical Lutheran Church.	25,000	Money for furnishing rooms and for student support while in school; amount not known.
Selin's Grove, Pa.	Missionary Institute	3,500	David Bayboe, Augusta County, Virginia.
Savannee, Tenn.	Theological department, University of the South.	8,000	Chiefly from church contributions.
Marshall, Tex.	Bishop College	9,588	Mrs. Keyser (deceased), Philadelphia, Pa., legacy of \$5,000, for scholarship of a student from Tennessee, or, in absence of such, at discretion of faculty, and about \$4,000 in varying sums.
Rampson Sidney, Va.	Union Theological Seminary	9,000	In prizes and some law books.
Franklin, Wis.	Mission House	40,000	In cash or interest-bearing securities for endowment of chair of real property and of the law department as a whole. Giver's name withheld.
Nashotah, Wis.	Nashotah House	150	For hospital work.
	SCHOOLS OF LAW.		
Chicago, Ill.	Union College of Law	10,000	In money.
St. Louis, Mo.	Law department Washington University (also known as St. Louis Law School).	4,500	Reported under Harvard University.
	SCHOOLS OF MEDICINE.	210	From citizens of St. Paul, in cash of varying amounts for land, buildings, &c.
Chicago, Ill. (2811 College Grove avenue).	Hahnemann Medical College and Hospital (homoeopathic).	25,000	Samuel Ensworth (deceased) money, land, stocks, given for the construction and maintenance of St. Joseph Medical College and Hospital, the surplus for beneficiary.
Baltimore, Md.	College of Physicians and Surgeons	160,000	Andrew Carnegie, New York, N. Y., for current expenses of "Carnegie laboratory."
Baltimore, Md.	Women's Medical College of Baltimore	6,000	Cash, in various amounts, for hospital of college.
Boston, Mass.	Medical School of Harvard University	3,500	
St. Paul, Minn.	St. Paul Medical College		
St. Joseph, Mo.	St. Joseph Medical College		
New York, N. Y.	Bellevue Hospital Medical College		
Columbus, Ohio	Columbus Medical College		

TABLE 84.—*Statistics of gifts and legacies to colleges, schools, &c., for 1885-'86, &c.—Continued.*

Post-office address.	1	2	3	4
	Name of institution.	Total.	By whom given, residence, amount, kind, purpose, and conditions of gift, and remarks.	
SCHOOLS OF MEDICINE— continued.		3		
Portland, Oreg.....	Medical department Willamette University.	\$22,000	From citizens of Portland for college building.	
Nashville, Tenn.....	McHenry medical department of Central Tennessee College.	1,125	\$700 from John F. Slaton fund, remainder in small sums from various people.	
SCHOOLS OF PHARMACY.				
Philadelphia, Pa.....	Philadelphia College of Pharmacy.....	500	From a lady for apparatus in laboratory.	From John Dick-
Pittsburgh, Pa.....	Pittsburgh College of Pharmacy.....	525	In collections, mineralogical, &c., and complete herbarium of North America, from John Dickson (deceased), N. Spang, John Sadtler, and Hugo Blanch, all of Pittsburgh.	son (deceased), N. Spang, John Sadtler, and Hugo Blanch, all of Pittsburgh.
SCHOOLS FOR NURSES.				
New Haven, Conn.....	Connecticut Training School for Nurses.	4,809	\$4,173 for extension of nurses' home; remainder for general purposes.	
Orange, N. J.....	Orange Training School for Nurses..	312	From twenty individuals.	
Brooklyn, N. Y.....	Brooklyn Training School for Nurses.	2,672	Contributions received during 1885.	
New York, N. Y.....	Training School for Nurses attached to Bellevue Hospital.	4,312		
Philadelphia, Pa.....	Philadelphia Lying-in Charity and Nurse School.	11,698	Bequests, \$5,000; to building fund, \$4,650; contributions, \$1,043.	
SCHOOLS FOR THE DEAF AND DUMB.				
Boston, Mass.....	Horace Mann School for the Deaf and Dumb.	118	Mrs. Fannie Brooks, Boston, for printing language lessons for the youngest pupils, and from Dr. Geo. F. Bigelow, Boston, 41 reports upon education.	Mrs. Fannie Brooks, Boston, for printing language lessons for the youngest pupils, and from Dr. Geo. F. Bigelow, Boston, 41 reports upon education.
Norris, Mich.....	Evangelical Lutheran Institution for Deaf and Dumb.	2,400	For support of the institution.	
New York, N. Y. (Lexington ave., bet. 67th and 68th sts.).	Institution for the Improved Instruction of Deaf-Mutes.	730	\$515 legacy of Miss Juliana Hendricks, the remainder in small sums from various persons; all for general purposes of the institution.	\$515 legacy of Miss Juliana Hendricks, the remainder in small sums from various persons; all for general purposes of the institution.
Rochester, N. Y.....	Western New York Institution for the Deaf and Dumb.	50	From a visitor from London, England, for the purchase of books, and a few small gifts of money.	From a visitor from London, England, for the purchase of books, and a few small gifts of money.
Philadelphia, Pa.....	Pennsylvania Institution for the Deaf and Dumb.	8,429	William McGunn, Norristown, Pa., \$1,738; Mrs. Catharine Brown, Philadelphia, \$2,710; and Miss Mary Shields, Philadelphia, \$3,981; all to assist students.	William McGunn, Norristown, Pa., \$1,738; Mrs. Catharine Brown, Philadelphia, \$2,710; and Miss Mary Shields, Philadelphia, \$3,981; all to assist students.
Wilkesburg, Pa.....	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb.	20,000	Gift of \$5,000 from Andrew Carnegie, Cresson, Pa., for the library, and a legacy from Miss Jane Holmes, Pittsburgh, for general use of the institution.	Gift of \$5,000 from Andrew Carnegie, Cresson, Pa., for the library, and a legacy from Miss Jane Holmes, Pittsburgh, for general use of the institution.
Vancouver, Wash.....	Washington School for Defective Youth.	100	Nucleus of "Moore museum fund."	Nucleus of "Moore museum fund."

II.—EDUCATIONAL PUBLICATIONS.

Summary of the number of educational publications.

Number of firms in—		Number of works on—	
Alabama	1	Art	12
California	2	Astronomy	1
Connecticut	2	Botany	10
Georgia	1	Business and book-keeping	10
Illinois	7	Chemistry	20
Indiana	2	Dictionaries	13
Kentucky	2	Drawing	6
Louisiana	1	Elocution	26
Maine	2	English literature	55
Maryland	5	French	16
Massachusetts	26	German	20
Michigan	1	General science	1
Minnesota	1	Greek	14
Missouri	5	Geographies and maps	30
New York	62	Geology	7
North Carolina	1	Grammar and language lessons	47
Ohio	11	Gymnastics	1
Pennsylvania	27	History	27
South Carolina	2	Italian	1
Tennessee	1	Kindergarten	2
Wisconsin	2	Latin	24
District of Columbia	1	Law	1
Total	165	Logic and rhetoric	7
		Manual training	1
		Mathematics	44
		Mechanics	2
		Medical works	13
		Metaphysics and philosophy	13
		Miscellaneous	9
		Music	35
		Natural history	17
		Natural philosophy	4
		Penmanship	8
		Physiology and hygiene	36
		Political economy	10
		Readers	9
		School management	42
		Spellers	4
		Surveying and engineering	5
		Theology	6
		Total	609

List of educational publications of 1885-'86; compiled from publishers' announcements by the United States Bureau of Education.

ART.

A Short History of Tapestry.—From the earliest times to the end of the eighteenth century. By Eugene Müntz. New York, Cassell & Co. Cloth, pp. 400, illustrated. It unfolds the historic development of the arts and adornments through the ages. (New England Journal of Education.)

Dutch School of Painting.—By Henry Havard. New York, Cassell & Co. 12mo, pp. 300. Price, \$2.00.

English School of Painting.—By M. Ernest Chesneau. New York, Cassell & Co. 12mo, pp. 435. Price, \$2.00.

Flemish School of Painting.—By A. J. Wauters. New York, Cassell & Co. 12mo, pp. 325. Price, \$2.00.

Oil Painting.—By Frank Fowler. New York, Cassell & Co. A handbook for the use of students and schools. Highly recommended. (New York School Journal.)

Students' Hand-Book on Oil Painting.—By Frank Fowler. New York, Cassell & Co. Price, \$1.50. It treats of still-life studies, portrait painting, landscape and marines, flower painting, &c., and gives a full list of art terms and their definitions. (New England Journal of Education.)

The Place of Art in Education.—By Thos. Davidson. Boston, Ginn & Co. pp. 40. Price, 24 cents. This valuable lecture is a strong plea for the study of the fine arts in a general system of education. (New England Journal of Education.)

Hegel's Aesthetics.—By John Steinfort Kedney. 16mo, pp. 302. Price, \$1.25. Chicago, S. C. Griggs & Co. A work that ought to be widely studied in these days of art culture. (Pennsylvania School Journal.)

The Philosophy of Art in America.—By Carl De Muldar. New York, Wm. R. Jenkins. Price, 50 cents and \$1. This is a treatise upon the present relations of American art to the advancement of American civilization. The book is of much value to all, and its suggestions are timely and pertinent. (New England Journal of Education.)

The Making of Pictures.—By Mrs. Sarah W. Whitman. Boston, Interstate Publishing Company. Price, 55 cents. A standard work upon art and art methods. Invaluable to teachers.

The Artist and His Mission.—By Rev. Wm. M. Reilly. Philadelphia, John E. Potter & Co. 12mo. Price, \$1.50. A study in aesthetics for schools and colleges.

Lessons on Color in Primary Schools.—By Lucretia Crocker. Chicago, S. R. Winchell & Co. Price, 30 cents. An excellent guide-book for teachers. The course, as presented, takes three years for completion. (New York School Journal.)

ASTRONOMY.

Primary Phenomenal Astronomy; How to Study and How to Teach It.—By F. H. Bailey. Published by the Michigan School Furniture Company, Northville, Mich. Price, 25 cents. (Educational Journal of Virginia.)

BOTANY.

A New Descriptive Botany.—By Eliza A. Youmans. New York, D. Appleton & Co. A practical guide to the classification of plants with a popular flora. (New England Journal of Education.)

Chapters on Plant Life.—By Sophie Bledsoe Herrick. Illustrated, 16mo, pp. 206. Price, \$1.00. New York, Harper & Bros. There is perhaps no other work that will serve as a stronger incentive and better introduction to the study of botany. (Pennsylvania School Journal.)

Hand-Book of Plant Dissection.—By Arthur, Barnes and Coulter. New York, Holt & Co. 12mo, pp. 263. Price, \$1.50.

Coulter's Manual of the Botany of the Rocky Mountains.—"The Rocky Mountain Region." New York, Ivison, Blakeman, Taylor & Co. Price, \$1.85; tourist's edition, \$3. This is the only published flora of this locality. (New England Journal of Education.)

Gray's Botanical Text-book; Goodale's Physiological Botany; Outlines of the Histology of Phanogamous Plants, and Vegetable Physiology.—By George L. Goodale. New York, Ivison, Blakeman, Taylor & Co. Cloth, 8vo, pp. 560. Price, \$2.30. Its appliances and methods are clear and enjoyable. (New England Journal of Education.)

Practical Work in the School-Room.—Part 3. Object lessons on plants. By Miss Sarah F. Buchelew. New York, A. Lovell & Co. Price, \$1.00. An elementary botany for common schools. (New York School Journal, vol. xxx, No. 1, p. 304, and Ohio Educational Monthly, August, 1885, p. 426.)

The Elements of Botany.—By W. A. Kellerman. Philadelphia, John E. Potter & Co. Illustrated, 12mo, pp. 360. Price, \$1.25. Embracing histology, vegetable physiology, systematic and economic botany. For school and home use. (Publishers' List.)

Plant Analysis.—By W. A. Kellerman. Philadelphia, John E. Potter & Co. Illustrated, 12mo, pp. 250. Price, \$1.00. A classified list of the wild flowers of the northern United States.

Mushrooms of America, Edible and Poisonous.—By Julius A. Palmer jr. Boston, L. Prang & Co. Price \$2.00. Interesting to students of fungi. The work is worthy of great praise, and is, we think, the only reliable illustrated description published in this country. (New York School Journal.)

Guide to the Recognition of the Principal Orders of Cryptogams.—By F. L. Sargent. Cambridge, Charles W. Sever. 2mo. Price, 75 cents.

BUSINESS AND BOOK-KEEPING.

Forty Lessons in Practical Double-entry Book-keeping.—By George Allen, Newbury, N. C. These lessons have been prepared with special reference to the wants of the class-room in graded schools or colleges. (New York School Journal.)

Graded Lessons in Letter-Writing and Business Forms.—By E. G. Ward. New York, A. S. Barnes & Co. Price, \$1.80. These books will hasten the time when the common-school graduate will be able to write correctly and rapidly any kind of common or business letter. (New York School Journal.)

The Business Man's Commercial, Law, and Business Forms Combined.—By J. C. Bryant. Buffalo. Cloth, pp. 263. Price \$2.00.

New Common-School Book-keeping.—By J. C. Bryant. Buffalo. pp. 123. Price, 75 cents.

The New Standard Book-keeping.—By J. C. Bryant. Buffalo. The special-column feature fully elucidated.

The New Standard Counting-house Book-keeping.—By J. C. Bryant. Buffalo. Cloth, pp. 312. Price, \$2.50. This is a simple and thoroughly practical work on double-entry.

A Complete Key for Teachers' Use only, for Counting-house, Commercial, and the Elementary Book-keeping.—By J. C. Bryant. Buffalo. Price, 50 cents and \$1.00.

Book-keeping Simplified.—By D. B. Waggener. Philadelphia, Charles R. Deacon. pp. 77. Price, \$1.00. The double-entry system is briefly, clearly, and concisely explained, with valuable rules and tables for counting-room use. (New York School Journal.)

Chambers' Book-keeping.—New Orleans, Hansell & Bro. Price, 75 cents.

Twenty Lessons in Book-keeping.—By Henry E. Chambers. Price, 75 cents. New Orleans, F. F. Hansell & Bro. Neat, simple, and comprehensive.

CHEMISTRY.

The Elements of Chemical Physics.—By Josiah P. Cooke. Boston, John Allyn. 8vo., pp. 752. Price, \$4.50.

Inorganic Chemistry.—A text-book for students. By Victor von Richter. 12mo., pp. 400, illustrated. Price, \$2.00. Philadelphia, P. Blakiston, Son & Co. The work is adapted to the use of the beginner, as well as for the more advanced students of chemical science. (New England Journal of Education.)

Chemical Problems.—By Dr. Karl Stammess; translated from the German with explanations and answers, by W. S. Haskinson. Philadelphia, P. Blakiston, Son & Co. Price, 75 cents. Every teacher and student of chemistry will find this manual of great value. (New England Journal of Education.)

Practical and Analytical Chemistry.—By Henry Trimble. Philadelphia, P. Blakiston, Son & Co. Cloth, 8vo., pp. 110, illustrated. Price, \$1.50.

Medical Chemistry.—A text-book for medical and pharmaceutical students. By E. H. Bartley. Philadelphia, Blakiston, Son & Co. Illustrations, glossary, and complete index. Cloth, 12mo, pp. 376. Price, \$2.50.

Manual of Applied Medical Chemistry.—For students and practitioners of medicine. By Lawrence Wolff. Philadelphia, P. Blakiston, Son & Co. Cloth, pp. 174. Price, \$1.50.

Oils and Varnishes.—Their chemistry, manufacture, and uses. Edited by James Cameron. Philadelphia, P. Blakiston, Son & Co. pp. 376, illustrated. Price, \$2.50.

A Short Course of Chemistry.—By Edwin J. Houston. Philadelphia, Eldridge & Bro. pp. 283. The general method of treatment in this short course is the presentation of the general principles of the science before the introduction of descriptive chemistry. (Pennsylvania School Journal.)

An Introduction to the Study of the Compounds of Carbon, or Organic Chemistry.—By Ira Reimsen. 12mo., pp. 364. Boston, Ginn, Heath & Co. No less than eighty well-selected experiments, such as are within the means of almost any laboratory, are described. We consider it a very useful work. (Pennsylvania School Journal.)

Outline of Lecture Notes on General Chemistry.—By John T. Stoddard. Harris, Rogers & Co. These lecture notes comprise a series of suggestive experiments on the more abundant metallic substances, together with their compounds. (New York School Journal.)

The Elements of Chemical Arithmetic.—With a short system of elementary qualitative analysis. By J. M. Coit. Boston, D. C. Heath & Co. Cloth, pp. 89. Price, 55 cents. A companion to any book in chemistry as an aid in making the subject more practical. (New England Journal of Education.)

Elements of Inorganic Chemistry.—By J. H. Shepherd. Boston, D. C. Heath & Co. One of the simplest, most practical, and useful elementary chemistries we have seen for a long while. (Pennsylvania School Journal.)

Elements of Descriptive and Qualitative Inorganic Chemistry.—By J. H. Shepherd. Boston, D. C. Heath & Co. A practical course of laboratory work, illustrating the general principles of the science and their application. (New England Journal of Education.)

An Introduction to the Study of Chemistry.—By Ira Remsen. New York, Holt & Co. 12mo., pp. 401. Price, \$1.40. (American Science series.)

Entertainments in Chemistry.—By Harry W. Tyler. Boston, Interstate Publishing Company. Price, 55 cents. A very interesting set of chemical entertainments, with thorough explanations.

Lessons in Chemistry (Science Series).—By Wm. H. Green. Philadelphia, J. B. Lippincott & Co. A well-printed volume of 350 pages, remarkably full and accurate. (New York School Journal.)

A Hand-Book on Diseases of the Nervous System.—By James Ress. Philadelphia, Lea Bros. & Co. pp. 725. Price, cloth, \$4.50; leather, \$5.50; with 184 illustrations.

Chemical Analysis.—For schools and science classes. By A. H. S. White. New York, Scribner & Welford. The elementary principles are well given in this book. (New England Journal of Education.)

Medical Chemistry.—By C. Gilbert Wheeler. Chicago, S. J. Wheeler. pp. 400. Price, \$3.00. The work is admirably adapted for a text-book in our colleges and a book of reference in our libraries. (United States Medical Investigator.)

Chemistry of Iron.—By Magnus Troilous. New York, Wiley & Sons. 8vo., pp. 145. Price, \$2.00.

DICTIONARIES.

A Handy Anglo-Saxon Dictionary.—By James A. Harrison and W. M. Barkersville. New York, Barnes & Co. Corrected and revised, with a grammatical appendix, list of irregular verbs, brief etymological features, &c. (New England Journal of Education.)

Dictionary of English History.—By S. J. Low and F. S. Pulling. New York, Cassell & Co. 8vo., pp. 1185. Price, \$6.00.

Encyclopædia Dictionary.—Vol. 4. New York, Cassell & Co. Price per vol., \$3.00. This great work is new and original, giving all the words of the English language, with a full account of their origin, meaning, pronunciation, and use, with numerous illustrations. (New England Journal of Education.)

A Handy Companion.—Cleveland, Ohio, J. R. Holcomb & Co. It contains a dictionary of about 400 words, a table of abbreviations, business laws and forms, hints on letter-writing, etiquette, &c. (New York School Journal.)

Short Stories from the Dictionary.—By Arthur Gilman. Boston, Interstate Publishing Co. Price, 55 cents. A most valuable and entertaining book.

The Second and Third Biennial Supplements to Johnson's New Universal Cyclopædia.—Including an appendix. New York, A. J. Johnson & Co. It holds the same relation as a work of reference on subjects that Webster's Dictionary does to words. (New York School Journal.)

New and Complete English-German and German-English Pocket Dictionary.—With the pronunciation of both languages, &c. By Messrs. J. F. L. and L. H. Tafel. 16mo., pp. 874. Philadelphia, J. Kohler. (Pennsylvania School Journal.)

Forgotten Meanings, or an Hour with a Dictionary.—By Alfred Waites. Cloth, 24mo., 73 pages. Boston, Lee & Shepard. The beauty of it is that it gives its authority in every instance for the novelty of its positions. (New England Journal of Education.)

Complete Pronouncing Medical Dictionary.—By Dr. Joseph Thomas. Philadelphia, J. B. Lippincott & Co. It embraces a definition of all terms in medicine and the allied science, as well as other valuable information not usually found in such works. (New England Journal of Education.)

Thieme's English and German Dictionary.—New York, B. Westerman & Co. In two vols., pp. 805+612. Price, bound in one volume, \$4.50.

Eger's Technological Dictionary.—New York, B. Westerman & Co. In the English and German languages, in two parts. *English-German*, pp. 711. Price, \$4.40 and \$5.50. *German-English*, pp. 970. Price, \$5.50 and \$6.60.

A New School Dictionary of the English Language.—Philadelphia, J. B. Lippincott & Co. This handy volume is a revision of Worcester's School Dictionary. It presents an excellent discussion of the principles of pronunciation, and adds a list of words of doubtful or various spelling. The tables of names, &c., are very full. (Educational Journal of Virginia.)

Leisure Moments in Gough Square, or the Beauties and Quaint Conceits of Johnson's Dictionary.—Buffalo, Ulbrich & Kingsley. Cloth, 8vo., pp. 185. Price, \$2.25. It contains great wealth of instruction and entertainment, and it merits high commendation. (Buffalo Courier.)

DRAWING.

The Original Drawing Book, No. 1.—By Edward L. Chichester. New York, D. Appleton & Co. pp. 16. Price, 15 cents. To be used in connection with systematic class-work, and designed to supplement Krüsi's Synthetic Drawing Series. (New England Journal of Education.)

Drawing in Charcoal and Crayon.—By Frank Fowler. New York, Cassell & Co. 12 mo., pp. 90. Price, \$2.50.

Drawing in Charcoal and Crayon.—By Frank Fowler. New York, Cassell & Co. It gives rules for elementary practice and suggestions for more advanced work in various directions. One of the best hand-books for students and schools. (New York School Journal.)

Sketches and Designs in Drawing.—By W. N. Hull. Cedar Falls, Iowa. A set of four sheets. 120 attractive designs. 20 cents per set.

Theory of Parallel Perspective.—By T. S. Noble. Cincinnati, Geo. E. Stevens. Paper covers, 25 cents.

Elementary Mechanical Drawing.—By Frank Aborn. New York, Van Antwerp, Bragg & Co. 16mo., pp. 21. Price, 42 cents. Geometrical and constructive drawing, with problems.

ELOCUTION.

Practical Recitations.—A compilation of new selections, arranged for rhetorical and literary exercises. By Caroline B. Le Row. New York, Clark & Maynard. Cloth, 16mo., pp. 256. Price, 90 cents. We commend this book to teachers for the general exercises and entertainments of their schools. (New England Journal of Education.)

Seed Thoughts for the Growing Life.—By Mary E. Burt. Chicago, The Colegrove Book Company. Price, 20 cents. A choice selection from Robert Browning and others to meet the wants of teachers in choosing short selections for class use. (Educational Journal of Virginia.)

Dick's Recitations, No. 15, and Dick's Dutch, French, and Yankee Recitations.—By Wm. B. Dick. New York. Price, 30 cents each. Teachers and pupils will do well to consult these two little books, which embody some of the freshest and most popular pieces to be anywhere found. (New York School Journal.)

The Essentials of Elocution.—By Alfred Ayres. New York, French & Wagnalls. Cloth, 16mo., pp. 90. Price, 60 cents. It tells how to put one's self in physical condition to sympathize with author and audience, to appreciate, interpret, and render the thought effectively. (New England Journal of Education.)

A Hand-Book of Poetics.—For students of English verse. By F. B. Gunmere. 12mo., pp. 250. Price, \$1.10. Boston, Ginn & Co. An excellent little work, clear, concise, and comprehensive. Just the kind of book that has long been needed. (Pennsylvania School Journal.)

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Principles of Political Economy.—By Simon Newcomb. New York, Harper & Brothers. 8vo., pp. 548. Price, \$2.50.

The Premises of Political Economy.—By Simon N. Patten. Philadelphia, J. B. Lipincott & Co. Price, \$1.50. It is a book that will be highly valuable to teachers. (New York School Journal.)

The Postulates of English Political Economy.—By the late Walter Bagehot. New York, G. P. Putnam's Sons. A discussion on the political problems of life, which will be found very useful to students of economic questions. (New England Journal of Education.)

Outline Study of Political Economy.—By George M. Steele. Chautauqua Press. Cloth, pp. 195. Price, 60 cents. This is one of the best text-books ever offered by the C. L. S. C. Council. The definitions are clear, distinct, and sharp. (New England Journal of Education.)

Elementary Political Economy.—By A. B. Meservey. Thompson, Brown & Co. A text-book presenting conclusions, facts, and principles; the teacher's assistant and student's help. (Educational Journal of Virginia.)

A Greek and English Lexicon of the New Testament.—By Edward Robinson. Boston, Houghton, Mifflin & Co. 8vo., pp. 804. Price, \$4.00.

Eight Studies of the Lord's Day.—Boston, Houghton, Mifflin & Co. 12mo., pp. 292. Price, \$1.50. It is an exhaustive argument, purely from the scriptural standpoint, for the validity and sanctity of the Christian Sunday. (Pennsylvania School Journal.)

Harmony of the Gospels.—By Dr. M. B. Riddle. Houghton, Mifflin & Co. 8vo. Price, \$1.50. A most excellent aid to devotional exercises, which teachers might do well to introduce. (Pennsylvania School Journal.)

Elementary Political Economy.—By A. B. Meservey. Boston, Thompson, Brown & Co. 12mo., pp. 160. Price, 60 cents. Admirably adapted to the public schools. (New England Journal of Education.)

Science of Political Economy.—By A. B. Meservey. Boston, Thompson, Brown & Co. Price, 72 cents. This book is plain, simple, and easy of comprehension. A reliable text-book, and will be welcomed by teachers and students who feel the need of help in presenting and gaining an intelligent knowledge of this science. (New England Journal of Education.)

READERS.

The Citizen Reader.—By W. E. Foster. New York, Cassell & Co. (Illustrated Academy.)

Monroe's New Readers, Primer, First, Second, Third, Fourth, and Fifth.—Life, art, and nature; home, school, and society; travel and adventure; wit and wisdom—all have their places in this series of readers. Philadelphia, Cowperthwait & Co. (New England Journal of Education.)

A Primer.—By Miss J. H. Stickney. Boston, Ginn & Co. Price, 24 cents. It embraces the sentence and phonetic methods for teaching sight reading. Valuable to the primary teacher. (New York School Journal.)

Ogilvie's Popular Reading.—New York, J. S. Ogilvie & Co. Price, 30 cents. Containing nine complete stories. (New England Journal of Education.)

Sheldon's Supplementary Reader.—Third book. New York, Sheldon & Co. Price, 38 cents. Many facts of physical science are discussed, stimulating curiosity, and aiming to secure correct habits of observation of the phenomena of nature. (Educational Journal of Virginia.)

Sixth or Classic English Reader.—By William Swinton. Chicago, Ivison, Blakeman, Taylor & Co. This book is designed for study in high schools, seminaries, &c., and ranks among the foremost works of its class ever published. (New England Journal of Education.)

First and Second Readers Combined.—By Helen W. Boyden. Chicago, George Sherwood & Co. pp. 96. Price, 20 cents.

Reynold's Readers.—In five numbers. pp. 60, 96, 208, 216, 380. Price, 13, 20, 30, 40, and 60 cents. Charleston, S. C., Walker, Evans & Cogswell Company.

The Oriel Readers.—Marcus Ward. These five little books for the five standards are excellent of their kind. (Academy.)

SCHOOL MANAGEMENT.

A History of Education.—By F. V. N. Painter. New York, D. Appleton & Co. 12mo., pp. 335. Price, \$1.50. (Vol. II of the International Education Series.)

Lectures on the Science and Art of Education.—With other lectures and essays. By the late Joseph Payne. Syracuse, N. Y., C. W. Bardeen. (Ohio Educational Monthly.)

Essays of Educational Reformers.—By R. H. Quick. Syracuse, N. Y., C. W. Bardeen, 16 mo., pp. 330. Price, \$1.50. It comprises sketches of eminent educators of modern times, who have introduced a truer philosophy and better methods of teaching into their work. (New England Journal of Education.)

Hand-Book for School Trustees.—By Herbert Brownell. Syracuse, C. W. Bardeen. A manual of school law for school officers, teachers, and parents. 16mo., pp. 76. Price, 50 cents.

Outline of Psychology, with Special Reference to the Theory of Education.—By James Sully and J. A. Reinhart. Syracuse, N. Y., C. W. Bardeen. (New England Journal of Education.)

How to Secure and Retain Attention.—By J. L. Hughes. Syracuse, N. Y., C. W. Bardeen. 16mo., pp. 98. Price, 50 cents.

Teaching as a Business for Men.—Syracuse, N. Y., C. W. Bardeen 8vo., pp. 20. Price, 25 cents.

Theory and Practice of Teaching, or Motives and Methods of Good School-keeping.—By David P. Page. New York, A. S. Barnes & Co. pp. 422. It is characterized throughout by breadth of thought, clearness of style, and a good measure of sound, healthy common sense. (Pennsylvania School Journal.)

Brain Work and Overwork.—By Dr. Wood. P. Blakiston, Son & Co. The book is one whose usefulness should not be confined to the school-room. Its facts and lessons need to be taken to heart in every family. (Pennsylvania School Journal.)

Essays on Educational Reformers.—By R. H. Quick. Cincinnati, Clarke & Co. 12 mo., pp. xxi, 331. It is just the kind of book every live educator needs and will want. (Pennsylvania School Journal.)

The Seven Laws of Teaching.—By John M. Gregory. Boston, Congregational Sunday School and Publication Society. Cloth, pp. 145. Small in compass as it appears to be, it will be found to contain an answer to nearly every question the earnest teacher can ask. (New England Journal of Education.)

The Science of the Minds Applied to Teaching.—By U. J. Hoffman. Fowler, Wells & Co. 12mo., pp. 379; illustrated. It is worth the earnest teacher's study. He will find much in it that is practically helpful and suggestive in his work. (Pennsylvania School Journal.)

Pestalozzi's Leonard and Gertrude.—Translated and abridged by Eva Channing. Boston, Ginn, Heath & Co. 12mo., pp. 181. Price, 80 cents. Highly suggestive and practically helpful to the intelligent teacher. (Pennsylvania School Journal.)

Jean Jacques Rousseau's Émile, or Concerning Education.—Translated by E. Worthington. Boston, Ginn, Heath & Co. pp. 157. Price, 80 cents. Extracts containing the principle elements of pedagogy. (Pennsylvania School Journal.)

Dancing and its Relation to Education and Social Life.—By William Black. New York, Harper & Brothers. A practical exposition of the Dodworth method of teaching dancing. (New England Journal of Education.)

The Power and Authority of School Officers and Teachers.—In the management and government of public schools and over pupils out of school, as determined by the courts of the several States. New York, Harper & Brothers. A copy in the hands of the secretary would be of great service to the board. (Pennsylvania School Journal.)

Practical School Register.—New Orleans, Hansell & Bro. Price, \$1.00.

Common-Sense Class Record.—By Chas. N. Haskins, Columbus. Price, 50 cents. Indorsed by many principals and teachers as being thoroughly practical. (New York School Journal.)

Habit and its Importance in Education.—By Dr. Paul Radestock. Boston, D. C. Heath & Co. The author has devoted some of the best years of his life to practical teaching and to researches in the principles at the foundation of most habits. The book will be found to be of particular value to normal-school students and teachers. (New England Journal of Education.)

History of Pedagogy.—By Gabriel Compayré. Translated by W. H. Payne. Boston, D. C. Heath & Co. pp. 600 Price, \$1.75. The value of the book is in the perfection of detail and the reliability of its historical statements. (New England Journal of Education.)

Systems of Education.—By John Gill. Boston, D. C. Heath & Co. This sketch will stimulate those just starting in their profession ever to work with the purpose of ultimately placing their art on a scientific basis. (New England Journal of Education.)

School Management.—By Amos M. Kellogg, editor of the School Journal and Teachers' Institute. New York, Kellogg & Co. Price, 75 cents. The author is an earnest and successful teacher, and draws from a large and varied experience in considering the problem of school management. (Educational Journal of Virginia.)

A Manual of Teaching.—The Practical Teacher, vol. viii. By Francis W. Parker. New York, E. L. Kellogg & Co. pp. 188 Price, \$1.25. This valuable book includes articles on reading, language, psychology, pedagogics, elocution, history, &c. Strongly recommended to teachers and students. (New York School Journal.)

School Management.—A practical guide for the teacher in the school room. By Amos M. Kellogg. New York, Kellogg & Co. pp. 423 The book is well worth thorough study. (Pennsylvania School Journal.)

Lectures on the Science and Art of Education.—By Joseph Payne. New York, E. L. Kellogg & Co. The author modifies, adapts, and applies the principles of Pestalozzi and Froebel, with much skill, to modern conditions and circumstances. (Pennsylvania School Journal.)

School Management.—By Amos L. Kellogg. New York, E. L. Kellogg & Co. A practical guide for the teacher in the school-room. (Ohio Educational Monthly.)

The Philosophy of Education, or the Principles and Practice of Teaching.—By T. F. F. New York. E. L. Kellogg & Co. 12mo., pp. 331. Price, \$1.00. This is one of the best works on pedagogics of the many that are extant, and deserves a place in every teacher's study. (Pennsylvania School Journal.)

Exercises for the Improvement of the Senses of Young Children.—By Horace Grant. Boston, Lee & Shepard. Cloth, 24mo., pp., 157; illustrated. The book contains about 2,500 easy questions, the aim being to exercise the attention, memory, judgment, and invention of the little ones. (New England Journal of Education.)

Lectures on Teaching.—A series of lectures by J. G. Fitch. New York, Macmillan & Co. The series treats of every branch of learning, from the kindergarten to the higher studies of the common schools, and is highly commended to all American teachers. (New England Journal of Education.)

Teaching, its Ends and Means.—By Henry Calderwood. New York, Macmillan & Co. Price, 50 cents. Its chapters are full of wisdom and helpful suggestions to the teacher. (New England Journal of Education.)

School Keeping: How to do It.—By Dr. Orcutt. Boston, New England Publishing Company. Concise, pointed, practical; a gem, invaluable to the earnest teacher. (Pennsylvania School Journal.)

Theory and Practice of Teaching.—By Rev. Edward Thuing. Boston, Willard Small. Price, \$1.00. A valuable book, and strongly recommended to teachers seeking to do the best work in the best way. (New England Journal of Education.)

Day Dreams of a Schoolmaster.—By D'Arcy W. Thompson. Boston, Willard Small. Cloth, \$1.25. A classic treasure, by an educator in the best sense, who has heart as well as brain. (New England Journal of Education.)

How to Grade and Teach a Country School.—By John Trainer. Decatur, Ill. pp. 429. Price, \$1.50. Timely and of great aid in solving this problem. (New England Journal of Education.)

Life and Genius of Goethe.—Lectures at the Concord School. Edited by F. B. Sanborn. Tichnor & Co. pp. 450. Price, \$2.00. The best work of eminent men combined. (New England Journal of Education.)

The Eclectic Manual of Methods.—New York, Van Antwerp, Bragg & Co. All teachers who use the eclectic series of text-books should have this. (Ohio Educational Monthly.)

Bennett's Examination Record.—By C. W. Bennett. New York, Van Antwerp, Bragg & Co. Very neat, convenient, and useful. Each pupil's record of examinations in all his studies for the entire year can be seen at a glance. (Ohio Educational Monthly.)

The Elements of Pedagogy.—By Emerson E. White. New York, Van Antwerp, Bragg & Co. 12mo., pp. 336. Price, \$1.17. A thorough and practical discussion of the science and art of school education.

Lerania, or the Doctrine of Education.—A translation from Jean Paul Frederich Richter. Boston, D. C. Heath & Co. Cloth, pp. 413. Price, \$1.35.

Habit and its Importance in Education.—Translated from the German of Paul Radestock by F. A. Caspari, with an introduction by G. S. Hall. Boston, D. C. Heath & Co. An essay in pedagogical psychology.

Method in Education.—Translated from the Italian of Antonio Rosmini Serbati by Mrs. Wm. Gray. Boston, D. C. Heath & Co. Cloth, pp. 400. Price, \$1.75.

SPELLERS.

The Diacritical Speller.—By C. R. Bales. Syracuse, C. W. Bardeen. 8vo., pp. 68. Price, 50 cents. A practical course of exercises in spelling and pronunciation and a short notice of penmanship. (Ohio Educational Monthly.)

Lippincott's Popular Spelling-Book.—Philadelphia, J. B. Lippincott & Co. Price, 24 cents. This is a book of rare excellence and value, containing many illustrative selections, many test words, few catch words, and none that are hard and senseless. (New England Journal of Education.)

Selected Words for Spelling, Dictation, and Language Lessons.—By C. E. Meleney and Wm. M. Giffin. A. Lovell & Co. The book has great merits, which teachers will do well to thoroughly investigate. (New York School Journal.)

Student's Speller.—By James and De Yarmo. Chicago, Geo. Sherwood & Co. pp. 107. Price, 25 cents.

SURVEYING AND ENGINEERING.

A Manual of the Theory and Practice of Topographical Surveying.—By J. R. Johnson. New York, John Wiley & Sons. Price, \$1.25. This valuable treatise is adapted to students in school and field. (New England Journal of Education.)

Materials of Construction.—By R. H. Thurston. New York, Wiley & Sons. 8vo., pp. 713. Price, \$5.00.

Moulder's Text-Book.—By T. D. West. New York, Wiley & Sons. 12mo., pp. 429. Price, \$2.50.

Tables of Excavations.—By J. R. Hudson. New York, Wiley & Sons. 8vo., pp. 90. Price, \$1.00.

Hydraulics.—By Hamilton Smith. New York, Wiley & Sons. 4to, pp. 362. Price, \$3.00.

THEOLOGY.

Religion in a College; What Place it Should Have.—By James McIntosh. New York A. C. Armstrong & Co. (New England Journal of Education.)

Bible Studies.—For normal classes, Bible students, and Sunday schools. By Rev. A. E. Dunning. Boston, Congregational Sunday School and Publishing Society. Cloth, 12mo. Price, 60 cents. The author has a teacher's instinct and a leader's magnetism. The book is well done and loyal to the old-time standard ideas in every regard; reliable, safe, devout, comprehensive. (New England Journal of Education.)

Wescott and Hort's Greek Testament.—New York, Harper & Brothers. Cloth, 12mo., pp. 603. Price, \$1.00. Student's edition.

III.—EDUCATIONAL PERIODICALS.

SCOPE OF THE TABLE.

In the Annual Reports of this Office frequent reference is made to educational journals, from which interesting and valuable information has been obtained. These journals are specially valuable in two respects. In the first place, they discuss the leading educational questions of the day from every imaginable point of view and put on record the best experience of eminent educators, whose opinions are worthy of the highest consideration. In the second place, they contain valuable historical information, from which the development of our public-school system may be traced, and thus furnish material nowhere else to be found in such richness and abundance for the history of educational progress in this country.

While many of these publications are ephemeral in character, they deserve more consideration than has heretofore been given them. The following table has been prepared with a view of giving, in small compass, as much information as possible respecting this class of periodical literature. The table aims to give the place of publication, principal title, editor or publisher, date of first issue, the number of volumes each periodical had reached in June, 1886, when such volume began, number of volumes in a year, frequency of publication, and price per annum. Such journals only are included as continued publication June 30, 1886, which excludes much in the library that is valuable in the way of complete sets of the best known educational journals and incomplete sets of many of the earlier educational publications in this country. Some journals found in the table are educational only indirectly. In the future the scope of the table may be so extended as to embrace all periodical educational literature in the library of this Bureau.

The statistics of foreign educational journals have been prepared on substantially the same plan followed with American journals, but the character of the former differs so radically from that of the latter as to render some modification necessary.

Educational journalism in Europe antedates our own by a considerable interval, there having been three educational periodicals published in Europe during the eighteenth century, one of which bears date 1771.

The national character of the directive power in educational affairs in Europe, and the consequent necessity of communicating the numerous decrees and orders to subordinate, has given birth to a class of journals not known to us, journals whose contents consist of the law. Journals of this class have been included in the table, since, although not periodical literature in any sense, they contain decisions of the highest educational authorities, whose sole business is to study and advance the interest of the system under their control. Articles contained in foreign educational journals partake for the most part more of the nature of reviews, and in them foreign systems and movements are frequently discussed.

TABLE 85.—Statistics of educational

Place of publication.	Principal title.	Name of editor.
1	2	3
I. UNITED STATES.		
Birmingham, Ala	Southern Journal of Education	H. P. Burruss
Huntsville, Ala	Alabama Teachers' Journal	J. A. B. Lovett
Huntsville, Ala	Normal Index	State Normal School
Little Rock, Ark	Arkansas Teacher	Josiah H. Shiun
San Francisco, Cal	Pacific School Journal	Albert Lyser
Denver, Colo	Colorado School Journal	Aaron Gove
Hartford, Conn	American Journal of Education	Henry Barnard
Blunt, Dak	Dakota School Journal	Henry Hoffman
Bloomington, Ill	Illinois School Journal	George P. Brown
Chicago, Ill	Intelligence	E. O. Vaile
Chicago, Ill., and New York, N. Y.	Teachers' Institute and Practical Teacher.	F. W. Parker
Springfield and Peoria, Ill.	National Educator	Jeriah Bonham
Indianapolis, Ind.	Educational Weekly	J. M. Oleott
Indianapolis, Ind.	Indiana School Journal	W. A. Bell
Des Moines, Iowa	Northwestern Journal of Education.	Ella A. Hamilton
Du Buque, Iowa	Normal Monthly	George W. Jones
Keokuk, Iowa	Central School Journal	J. C. Paradise
Lincoln and Topeka, Kans.	Western School Journal	Educational Publishing Company..
Louisville, Ky	Educational Courant	R. H. Carothers
New Orleans, La	Journal of Education	W. O. Rogers
New Orleans, La	Progressive Teacher	H. E. Chambers
Baltimore, Md	The Educator	Centenary Biblical Institute.
Boston, Mass	American Teacher	Thos. W. Bicknell, W. E. Sheldon, W. N. Hallman.
Boston, Mass	Education	William A. Mowry
Boston, Mass., and Chicago, Ill.	New England Journal of Education.	A. E. Winship
South Lancaster, Mass. .	True Educator	South Lancaster Academy
Lansing, Mich	School Moderator	Henry R. Pattengill
Minneapolis, Minn	School Education	Sanford Niles
Jefferson City, Mo	Missouri School Journal	J. L. Holloway
St. Louis, Mo	American Journal of Education	J. B. Merwin
St. Louis, Mo	Evangelisch-Lutherisches Schulblatt.	Deutsche ev.-luth. Synode von Missouri, Ohio, und andere Staaten.
Omaha, Nebr	Nebraska State Journal	Institute for Deaf-Mutes.
Santee Agency, Nebr	Word Carrier	Alfred L. Riggs
Trenton, N. J.	The Signal	Francis B. Lee
New York, N. Y	Penman's Journal and Teachers' Guide.	D. T. Ames
New York, N. Y., and Chicago, Ill.	School Journal	Amos M. Kellogg, Jerome Allen, Francis W. Parker.
Rochester, N. Y.	Educational Gazette	Alvin P. Chapin
Syracuse, N. Y	Academy Journal of Secondary Education	George A. Bacon
Syracuse, N. Y	School Bulletin and New York State School Journal.	C. W. Bardeen
Wilmington, N. C	The Lighthouse	Tiliston Normal School
Akron, Ohio	Ohio Educational Monthly and National Teacher.	Samuel Findley
Columbus, Ohio	Vis-A-Vis	Ohio Institute for Deaf-Mutes.
Mount Washington, Ohio.	Public School Journal	Public School Journal Company
Allentown, Pa	National Educator	A. R. Horne
Germantown, Pa	The Student	Martha A. Garrett, Davis II. Forsthe.
Lancaster, Pa	Pennsylvania School Journal	E. E. Higbee
Meadville, Pa	The Chautauquan	Theo. F. Flood
Philadelphia, Pa	The Indicator	R. Morris Smith
Philadelphia, Pa	The Teacher	Eldredge Bros
York, Pa	The Fountain	W. H. Shelley
Columbia, S. C	Carolina Teacher	W. L. Bell
Chattanooga, Tenn	The Educator	Jeremiah Belm

periodicals for 1885-'86.

Date of first issue.	Number of volume in June, 1886.	When such volume began.	No. of volumes in a year.	How often published.	Price per annum.	Remarks.
4	5	6	7	8	9	10
Mar., 1885	.....		1	M	\$1 00	
July, 1885	1	July ..	1	M	\$1 00	
Dec., 1885	1	.....	1	W	\$1 00	
Jan., 1884	3	Jan ...	1	M	\$1 00	
Mar., 1877	10	Mar ...	1	M	\$2 00	
May, 1885	2	May ...	1	M	\$1 50	
Aug., 1855	38	Mar ...	1	Quar.....	\$4 00	
Jan., 1885	2	Jan ...	1	M	\$1 00	
Jan., 1881	5	Jan ...	1	M	\$1 25	
Jan., 1881	6	Jan ...	1	Semi-mo ..	\$1 50	As Schoolmaster to May 1884. In June, 1884, took present title.
—, 1877	6	Sept ..	1	M	\$1 00	
Jan., 1884	2	Jan ...	1	M	\$1 00	In October, 1885, Practical Teacher and Teachers' Institute united.
July, 1883	.....		2	W	\$2 00	November 12, 1883, united with N. E. Journal of Education.
Jan., 1856	31	Jan ...	1	M	\$1 50	
—, 1885	2	Jan ...	2	W	\$2 00	
Aug., 1877	9	Aug ...	1	M	\$1 50	
—, 1876	9	Jan ...	1	M	\$0 75	
{ Feb., 1885 }	3	Dec ...	1	M	\$1 00	Successor to Educationist.
{ (n. s.) }						
June, 1884	3	June ..	1	M	\$1 00	
April, 1879	8	Mar ...	1	M	\$1 50	
Feb., 1886	2	Feb ...	1	M	\$0 50	
—, 1886	1	.....	1	M	\$0 60	
Sept., 1883	3 (n. s.)	Sept ..	1	M	\$1 60	10 numbers in volume.
Sept., 1880	6	Jan ...	1	M	\$3 00	Bi-monthly till January, 1886.
Jan., 1875	23	June ..	2	W	\$2 50	Consolidation of Massachusetts' Teacher, Rhode Island Schoolmaster, Common School Journal, College Courant.
Apr., 1884	2	April .	1	M	\$0 75	
Sept., 1880	6	Sept ..	1	Semi-mo ..	\$3 00	Weekly till end of vol. 5; after Semi-mo.
Dec., 1881	5	Jan ...	1	M	\$1 00	
Oct., 1883	3	.....	1	Semi-mo ..	\$1 50	
.....	19	Jan ...	1	M	\$1 00	
.....	21	.....	.....	Quart.....	\$1 00	
.....	13	Jan ...	1	Semi-mo ..	\$0 75	10 numbers in volume.
Mar., 1883	3	June ..	1	M	\$0 50	Volume begins in March.
Dec., 1885	2	Nov ...	1	M	\$0 60	School year.
.....	10	Jan ...	1	M	\$1 00	
—, 1871	31	Jan ...	2	W	\$2 50	
Jan., 1885	2	Jan ...	1	M	\$1 00	10 numbers in volume.
Feb., 1886	1	Feb ...	1	M	\$1 00	10 numbers in volume.
Sept., 1874	12	Sept ..	1	M	\$1 00	
Jan., 1881	6	Jan ...	1	M .....	.....
{ Jan., 1860 }	35	Jan ...	1	M	\$1 50	
{ (n. s.) }						
.....	18	Sept ..	1	W	\$1 00	
Jan., 1876	19	Jan ...	1	M	\$1 00	
—, 1880	27	Apr ...	1	Semi-mo ..	\$0 75	
Sept., 1880	6	Sept ..	1	M	\$1 00	11 numbers in volume.
Jan., 1882	34	July ..	1	M	\$1 50	
Oct., 1881	6	Oct ...	1	M	\$1 50	
Sept., 1881	5	Sept ..	1	M	\$0 50	10 numbers in volume.
.....	8	Jan ...	1	M	\$0 50	School year.
Sept., 1883	3	Sept ..	1	M	\$1 00	10 numbers in volume.
Jan., 1885	2	Jan ...	1	M	\$1 25	
Feb., 1885	1	Feb ...	1	M	\$0 50	

TABLE 85.—Statistics of educational

Place of publication.	Principal title.	Name of editor.
1	2	3
I. UNITED STATES—cont'd.		
Nashville, Tenn	Southwestern Journal of Education.	Leon Tronsdale and W. B. Garrett.
Houston, Tex	Texas School Journal	{ Texas Educational Publishing Com- pany.
Alexandria, Va.	Academy Journal	St. John's Academy
Hampton, Va.	Southern Workman	S. C. Armstrong, H. W. Ludlow, M. F. Armstrong.
Richmond, Va.	Educational Journal of Virginia.	William F. Fox
Morgantown, W. Va.	West Virginia School Journal	Benjamin S. Morgan
Madison, Wis	Wisconsin Journal of Education	J. W. Stearns
Milwaukee, Wis	Erziehungs-Blätter	Maximilian Grossmann
Washington, D. C	American Annals of Deaf and Dumb.	E. A. Fay
II. FOREIGN.^a		
Vienna, Austria	Freie pädagogische Blätter	A. Chr. Jessen
Brussels, Belgium	Bulletin du Ministère de l'Intérieur et de l'Instruction Publique.	Ministère de l'Intérieur et de l'In- struction Publique.
Brussels, Belgium	Journal des Jeux et Ouvrages	Tedesco Frères (Bruxelles)
Brussels, Belgium	L'Abeille	Th. Braun
BRITISH EMPIRE:		Société Centrale des Instituteurs Belges.
Montreal, Canada	Educational Record of the Province of Quebec.	.....
Toronto, Canada	Canada School Journal .....	.....
London, England	Educational Times	Organ of College of Preceptors
London, England	Educational Record	Organ, British and Foreign School Society.
London, England	Journal of Education .....	.....
London, England	School Board Chronicle	Organ for the School Boards
London, England	The Indian Magazine	Organ of National Indian Associa- tion.
London, England	The Schoolmaster .....	.....
Christ's Church, New Zealand.	New Zealand Schoolmaster .....	.....
Edinburgh, Scotland	The Educational News	Organ of the Educational Institute of Scotland.
Copenhagen, Denmark	Vor Ungdom	H. Trier and P. Voss
Bordeaux, France	Le Moniteur du Jeune Age	Mme. Bellier (Marie Klecker)
Paris, France	Bulletin Administratif du Ministère de l'Instruction Publique.	Ministère de l'Instruction Publique.
Paris, France	Journal d'Éducation Populaire	Société pour l'Instruction Élémén- taire.
Paris, France	L'Instruction Publique	Alfred Blot
Paris, France	Manuel Général de l'Instruction Primaire.	Ch. Defodon
Paris, France	Recueil des Lois et Actes de l'In- struction Publique.	.....
Paris, France	Revue Internationale de l'Enseigne- ment.	Edmond Dreyfus-Brisac
Paris, France	Revue Pédagogique	Musée Pédagogique
Berlin, Germany	Centralblatt	Ministerium der geistlichen, Unter- richts und Medizinal-Angelegen- heiten.
Berlin, Germany	Deutsche Schulgesetz-Sammlung	R. Schillmann
Berlin, Germany	Deutsche Schulzeitung	R. Schillmann
Berlin, Germany	Die Lehrerin in Schule und Haus	Marie Loeper (Housselle)
Berlin, Germany	Pädagogische Zeitung	H. Schröer
Frankfort-on-Main, Ger- many.	Rheinische Blätter	Richard Köhler
Gotha, Germany	Pädagogische Blätter	G. Schöppa
Leipsic, Germany	Allgemeine Deutsche Lehrerzeitung.	Moritz Kleinert
Leipsic, Germany	Cornelia	Carl Pilz
Leipsic, Germany	Paedagogium	Friedrich Dittes
Leipsic, Germany	Zeitung für das höhere Unterrichts- wesen.	H. A. Weiske
Munich, Germany	Knabenhort	Society of same name

^aThe price given is the annual subscription in the country where published.

periodicals for 1885-'86—Continued.

Date of first issue.	Number of volume in June, 1886.	When such volume began.	No. of volumes in a year.	How often published.	Price per annum.	Remarks.
4	5	6	7	8	9	10
Mar., 1883	4	Mar..	1	M	\$1 00	
{ Jan., 1883 } { (n. s.) }	4	Jan...	1	M	\$1 50	
.....	18	Oct ...	1	M	\$0 25	
—, 1872	15	Jan ...	1	M	\$1 00	
Jan., 1870	17	Jan...	1	M	\$1 00	
Nov., 1881	5	Jan...	1	M	\$1 00	
Apr., 1871	16	Jan...	1	M	\$1 00	
.....	16 year	.....	.....	M	\$2 12	
—, 1848	31	Jan...	1	Quar	\$2 00	
Jan. 1, 1867	20 year 3 year	Jan...	1	W	10 mk.	
.....	.....	.....	.....	M	15 fr.	
.....	.....	.....	.....	M	6 fr.	
Jan. 1, 1861	32 year 26 year	Jan...	1	M	5.26 fr.	
Jan., 1881	6	Jan...	1	M	\$1 00	
Jan., 1885	2	Jan...	1	Semi-mo..	\$2 00	
.....	30	Jan...	1	M	7s. 0d.	
.....	12	Oct .....	.....	Quar	7s. 8d.	
Jan., 1879	8	Jan...	1	M	6s. 6d.	
.....	35	Jan...	2	W	15s. 0d.	
Jan., 1871	16	Jan...	1	M	5s. 0d.	Successor to Journal National Indian Association. Supplement extra.
Jan., 1872	20	Jan...	2	W	4s. 4d.	
.....	5	Aug ..	1	M	6s. 6d.	
Jan., 1876	11	Jan...	1	W	6s. 6d.	
.....	.....	.....	1	Bi-mo.....	6 crowns	
Jan. 1, 1880	7 year	Jan...	1	Semi-mo..	8 fr.	
—, 1850	39 vol.	Jan.& July.	2	W	5 fr.	
—, 1815	71 year	Jan...	1	.....	5 fr.	Appears every two or three months.
—, 1872	15 year	Jan...	1	W	18 fr.	
—, 1834	22d vol. 5th series.	Jan...	1	W	6 fr.	
—, 1847	39 year	Jan...	1	W	6 fr.	
Jan. 1, 1881	6 year	Jan...	2	M	24 fr.	
—, 1878	8 vol., n. s.	Jan...	1	M	12 fr.	
.....	.....	Jan...	1	M	7 mk.	
Jan. 1, 1872	15 year	Jan...	1	W	10 mk.	
.....	16 year	Jan...	1	W	8 mk.	
.....	2 year	Oct ...	1	Semi-mo..	5 mk.	
Jan. 1, 1872	15 year	Jan...	1	W	7 mk.	
—, 1827	60 year	Jan...	1	Bi-mo.....	8 mk.	
—, 1872	15 vol.	Jan...	1	Bi-mo.....	.....
Jan. 1, 1846	38 year	Jan...	1	W	8 mk.	
.....	45 vol.	.....	2	M	4.50 mk.	
Oct. 1, 1878	8 year	Oct ...	1	M	9 mk.	
.....	15 year	Jan...	1	W	8 mk.	
—, 1883	4 year	Jan...	1	M	3.60 mk.	

TABLE 85.—*Statistics of educational*

Place of publication.	Principal title.	Name of editor.
1	2	3
II. FOREIGN—continued. ^a		
Rome, Italy	Bollettino Ufficiale.....	Ministero della Pubblica Istruzione .
Amsterdam, Netherlands.....	Het Nieuwe Schoolblad.....	J. Versluys
The Hague, Netherlands	De Wekker	G. B. Lalleman, M. J. Izerman, &c....
Madrid, Spain	Boletin de la Institucion Libre de Enseñanza.....	Institucion Libre de Enseñanza
Bern, Switzerland	Der Pionier.....	.....
Frauenfeld, Switzerland.....	Schweizerische Lehrerzeitung.....	H. Wettstein und H. R. Rüegg
Solothurn, Switzerland	Der Fortbildungsschüler.....	Solothurn Lehrmittelkommission....
Zürich, Switzerland	Schweizerisches Schularchiv	Hunziker, Schurter, und Stifel.....
CENTRAL AMERICA.		
San José, Costa Rica	El Maestro	Pio Viquez
San José, Costa Rica	La Enseñanza	Juan F. Ferraz, director.....
SOUTH AMERICA.		
Buenos Ayres, Argentine Republic.....	El Monitor de la Educacion Comun.	Consejo Nacional Educacion.....

^a The price given is the annual subscription in the country where published.

periodicals for 1825-'86—Continued.

Date of first issue.	Number of volume in June, 1886.	When such volume began.	No. of volumes in a year.	How often published.	Price per annum.	Remarks.
4	5	6	7	8	9	10
—, 1874	12 vol.	Jan...	1	M .....	.....
.....	4 year	Jan...	1	W	6 fl.	
Jan. 1, 1844	43 year	Jan...	1	Semi-w ...	7 fl.	
—, 1877	10 year	Jan...	1	Semi-mo ..	10 pesetas	
Jan. 1, 1880	7 year	Jan...	1	M	1.50 fr.	
Jan. 1, 1856	31 year	Jan...	1	W	5 fr.	Ten numbers each winter.
.....	6 year	.....	.....	.....	1 fr.	
Jan. 1, 1880	7 vol.	Jan...	1	M	2 fr.	
.....	1 vol.	.....	1	Semi-mo ..	\$6 00	
.....	2 vol.	Feb...	1	M	\$3 00	
—, 18—	7 year	.....	.....	M .....	.....

TABLE 86.—Additional public libraries numbering 1,000 volumes and upwards, from replies to inquiries by the United States Bureau of Education.

NOTE.—Explanation of abbreviations: Sch., School; Col., College; Soc'y, College society libraries; Soc'l, Social; Med., Medical; The'l, Theological; His't, Historical; Sci., Scientific; San., Sanitary; Mer., Mercantile; Y. M. C. A., Young Men's Christian Association; Gov't, Government; Ter., Teritorial; Gar., Garrison; A. & R., Asylum and Reformatory; Gen., General; 0 signifies no or none—..... signifies no answer.

Location.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
Near Mobile, Ala.....	Spring Hill College, Senior Library.....	1898	Sub.....	.....	1,200
	Spring Hill College, Junior Library.....	1868	Sub.....	.....	1,000
Sacramento, Cal.....	Odd Fellows' Library.....	.....	.....	I. O. O. F.	4,016
New Haven, Conn.....	Free Public Library.....	1886	Free.....	Gen.....	3,600
Wethersfield, Conn.....	Wethersfield Library Association.....	1866	Sub.....	Gen.....	1,550
Washington, D. C.....	Free Select Library.....	1886	Sub.....	Circ.....	3,000
Washington, D. C.....	U. S. Commission on Fish and Fisheries.....	1871	.....	Sci.....	2,655
Carrollton, Ill.....	Carrollton Library Association.....	1876	Sub.....	Gen.....	1,200
Freeport, Ill.....	Freeport Library.....	1874	Sub.....	Gen.....	1,250
Lombard, Ill.....	Lombard Free Library.....	1882	Free.....	Gen.....	1,075
Maroa, Ill.....	Maroa Library Association.....	1870	Sub.....	Gen.....	1,100
Springfield, Ill.....	Young Men's Christian Association.....	1873	Free.....	Y. M. C. A.	1,000
Oldenburgh, Ind.....	Library of the Sisters of St. Francis.....	.....	.....	Sch.....	1,800
Augusta, Me.....	Maine Board of Agriculture.....	1855	.....	Sci.....	1,162
Biddeford, Me.....	Biddeford Circulating Library.....	1874	Sub.....	Circ.....	1,000
Oxford, Me.....	Freeland Holmes Library.....	1873	Free.....	Gen.....	1,200
Boston, Mass.....	Library of Woman's Educational and Industrial Union.	1878	Free.....	Gen.....	1,200
Ashfield, Mass.....	Ashfield Library Association.....	1868	Sub.....	Gen.....	2,550
Georgetown, Mass.....	Peabody Library.....	1869	Free.....	Gen.....	6,431
Harwich, Mass.....	Brooks Library.....	1887	Free.....	Gen.....	4,000
Littleton, Mass.....	Reuben Hoar Library.....	1885	Free.....	Gen.....	2,500
Orleans, Mass.....	Snow Library.....	1877	Free.....	Gen.....	1,637
Plymouth, Mass.....	Plymouth County Law Library.....	.....	Free.....	Law.....	1,750
South Abington, Mass.....	Public Library.....	.....	.....	.....	.....
Worcester, Mass.....	Fisher's Circulating Library.....	1870	Sub.....	Circ.....	3,800
Worcester, Mass.....	South End Circulating Library.....	1880	Sub.....	Circ.....	1,300
St. Clair, Mich.....	Ladies' Library Association.....	1869	Sub.....	Gen.....	1,355
St. Louis, Mo.....	R. C. Diocesan Library.....	1867	Free.....	Theol.....	7,000
St. Louis, Mo.....	St. John's Parochial Library.....	1860	Sub.....	Soc'l.....	1,200
Springfield, Mo.....	Fairbanks and Shipman's Circulating Library.	1866	Sub.....	Circ.....	3,200
Helena, Mont.....	Helena Free Public Library.....	1886	Sub.....	Gen.....	2,500
Wadsworth, Nev.....	Engineers' and Mechanics' Library.....	1879	Sub.....	Sci.....	2,000
Camden, N. J.....	North Baptist Church Library.....	1886	.....	Soc'l.....	1,860
N. Brunswick, N. J.....	Free Circulating Library.....	1883	Free.....	Gen.....	3,812
Plainfield, N. J.....	Public Library.....	1884	Free.....	Gen.....	5,168
Princeton, N. J.....	E. M. Museum.....	1874	Free.....	Sci.....	3,000
Albany, N. Y.....	Public High School Library.....	.....	.....	.....	.....
Cazenovia, N. Y.....	Cazenovia Public Library Society.....	1886	Sub.....	Gen.....	1,400
Fordham, N. Y.....	St. John's College Library.....	1846	.....	Coll.....	24,000
Ilion, N. Y.....	Ilion Free Public Library.....	1886	Free.....	Gen.....	6,000
Lockport, N. Y.....	St. Joseph's Academy.....	1866	Free.....	.....	1,000
Moravia, N. Y.....	Power's Library.....	1881	Sub.....	Gen.....	3,600
New York, N. Y.....	Agulaa Free Library.....	.....	.....	.....	.....
New York, N. Y.....	Mt. Sinai Hospital Library for Patients.....	1886	Free.....	Gen.....	1,600
Willets Point, N. Y.....	Engineer School of Application, U. S. A.....	1886	Free.....	Gar.....	1,295
Canton, Ohio.....	Canton Public Library Association.....	1884	Free.....	Gen.....	2,337
Wellington, Ohio.....	Wellington Township Library.....	1885	.....	Gen.....	3,000
Salem, Oreg.....	Salem Masonic Library.....	1879	Free.....	Masonic.....	1,400
Mercersburgh, Pa.....	Library of the Washington Irving Literary Society.	1873	Free.....	Gen.....	1,383
New Castle, Pa.....	Young Men's Christian Association Library.	1886	Sub.....	Y. M. C. A.	1,793
Philadelphia, Pa.....	Irish Library of the Cathedral, Total Abstinence Society.	1873	.....	Irish.....	1,800
Philadelphia, Pa.....	Library of the Union League.....	1863	.....	Soc'l.....	5,000
Block Island, R. I.....	Free Library.....	1877	Free.....	Gen.....	1,862
Crompton, R. I.....	Free Library.....	1877	Free.....	Gen.....	3,091
Providence, R. I.....	Grand Lodge Library.....	1792	Free.....	Masonic.....	1,500
Nashville, Tenn.....	Howard Library.....	1886	Free.....	Gen.....	3,000
Montpelier, Vt.....	Montpelier Public Library.....	1886	Sub.....	Gen.....	3,800
Rutland, Vt.....	Rutland Free Library.....	1886	Free.....	Gen.....	4,060

TABLE 87.—Summary of statistics of public libraries numbering 1,000 volumes and upwards; compiled from the Annual Reports of the Commissioner of Education for 1884-'85 and 1885-'86.

States and Territories.	50,000 volumes and over.	10,000-49,999 volumes.	5,000-9,999 volumes.	1,000-4,999 volumes.	Number of libraries.	Number of volumes.	Number of volumes per 1,000 of population.
Alabama		2	3	20	25	87,283	59
Arizona			1	1	2	7,456	96
Arkansas		1	3	4	8	43,500	46
California	4	12	8	58	82	741,024	740
Colorado			6	11	17	56,377	232
Connecticut	1	13	9	77	100	668,230	997
Dakota				7	7	10,830	26
Delaware		2	2	8	12	60,562	383
District of Columbia	6	13	7	23	54	1,202,818	5,925
Florida			1	5	6	22,100	65
Georgia		7	7	28	42	219,446	129
Idaho			1	2	3	7,000	127
Illinois	1	14	29	133	177	859,889	262
Indiana		9	10	64	83	373,559	181
Indian Territory				3	3	4,266	54
Iowa		8	12	48	68	256,938	162
Kansas		2	6	31	39	150,632	117
Kentucky		6	7	41	54	255,856	141
Louisiana		5	2	16	23	180,858	129
Maine		7	10	60	77	356,911	551
Maryland	3	11	8	40	62	600,536	595
Massachusetts	8	63	74	293	438	3,514,017	1,809
Michigan	1	9	11	83	104	477,282	240
Minnesota		5	5	26	36	155,514	139
Mississippi		1	1	21	23	89,140	72
Missouri	2	8	9	54	73	269,411	110
Montana			1	3	4	14,700	158
Nebraska		2	2	15	19	80,718	109
Nevada		1		5	6	27,977	474
New Hampshire	1	5	10	62	78	328,608	907
New Jersey	1	8	12	57	78	450,421	352
New Mexico				3	4	13,470	102
New York	11	49	50	292	402	2,798,176	525
North Carolina		1	7	27	35	145,685	95
Ohio	3	17	35	104	159	1,001,218	299
Oregon		2	1	9	12	46,189	197
Pennsylvania	5	35	53	199	292	1,918,145	406
Rhode Island	1	6	6	55	68	80,725	265
South Carolina		4	4	20	28	170,679	157
Tennessee		4	8	34	46	185,114	107
Texas			3	19	22	57,521	28
Utah			2	5	7	23,490	131
Vermont		6	1	37	44	211,917	636
Virginia		8	10	23	46	307,235	185
Washington				7	7	12,436	119
West Virginia			3	3	6	30,000	43
Wisconsin	1	7	5	49	62	340,800	218
Wyoming		1			1	10,600	322
	49	354	446	2,195	3,044	18,928,787	.....

TABLE 83.—Additional public libraries of 300 to 1,000 volumes, from replies to inquiries by the United States Bureau of Education.

Location.	Name of library.	When founded.	Free or subscription.	Class.	No. of volumes.
1	2	3	4	5	6
Phoenix, Ariz.	Phoenix Library Association	1886	Sub		375
Alamo, Cal.	Alamo District Library		Free		320
Ferndale, Cal.	Inland School District Library	1872	Free		334
Ferndale, Cal.	Grizzly Bluff School District Library	1869	Free		329
New Almaden, Cal.	Helping Hand Library	1886	Free		500
Sacramento City, Cal.	Sutter District Library	1862	Free		456
St. Helena, Cal.	St. Helena Library Association	1885	Sub		450
San Pablo, Cal.	Mt. Pleasant School	1870	Free		450
Upper Mattole, Cal.	Upper Mattole District	1882	Free		400
Black Hawk, Colo.	Black Hawk School Library	1880	Both		300
Fort Collins, Colo.	Teachers' Library	1882	Sub		300
Bridgeport, Conn.	High School Library				300
Hartford, Conn.	Connecticut State Board of Agriculture	1866			400
Middletown, Conn.	Central School Library	1850	Free		500
New London, Conn.	St. John's Literary Society	1860	Free		300
New London, Conn.	Y. M. C. A. Library		Free		500
Norwich, Conn.	Otis Library				
Washington, D. C.	District Medical Society Library	1819	Free		850
Live Oak, Fla.	Florida Institute	1880	Free		500
Dahlonega, Ga.	Phi. Mu. Society (Agricultural College)	1878	Free		437
Blue Island, Ill.	Public School Library	1870	Free		800
Chicago, Ill.	Society for Home-teaching of the Blind	1883	Free	Em. type	400
Chicago, Ill.	Young People's Library Association	1878	Sub		430
Chicago, Ill.	South End Gospel Association	1886	Sub		340
Coal City, Ill.	Coal City Public Library	1886	Free		500
Douglass, Ill.	Summit School Library	1884	Free		300
Nunda, Ill.	Union Library				400
Rockford, Ill.	Rockford High School Library	1886	Free		407
Roodhouse, Ill.	Railroad Y. M. C. A.	1881	Sub		725
Shabbona, Ill.	Shabbona Library Association	1880	Sub		500
Warren, Ill.	Warren Free Public Library	1886	Both		442
Attica, Ind.	Public School Library	1874	Free		625
Dublin, Ind.	Public School Library	1886	Free		621
Greenfield, Ind.	High School Library		Free		500
Logansport, Ind.	St. Vincent De Paul Church Library	1879	Free		600
New Providence, Ind.	Borden Institute Historical Society Library	1886	Free		425
Smith's Valley, Ind.	White River Township Library	1851			500
Southport, Ind.	Perry Township Library	1852	Free		700
Spiceland, Ind.	Crescent and Lucernian Library				445
Spiceland, Ind.	Glisco Library				225
Waterloo, Ind.	Waterloo Library	1886	Sub		375
Mt. Vernon, Iowa	Amphiction Literary Society Library	1853	Free		450
Concordia, Kans.	Select Library	1880	Sub		700
McPherson, Kans.	Reading Room and Library Association	1886	Free		509
Hopkinsville, Ky.	Lotus Library, Bethel Female College	1874	Free		300
Hopkinsville, Ky.	Public School Library	1882	Both		850
Paducah, Ky.	High School Reference Library	1886	Free		300
Dennysville, Me.	Dennysville and Edmunds Library Association	1868	Sub		650
North Searsmont, Me.	Circulating Library	1869	Sub		600
Princeton, Me.	Public Library	1874	Sub		337
South Berwick, Me.	Library Association	1868	Sub		600
Ashland, Mass.	Circulating Library	1882	Sub		365
Cliftondale, Mass.	Public Library	1885	Free		700
Norton, Mass.	Public Library	1886	Free		825
Shirley Village, Mass.	Public Library	1886	Free		600
Winthrop, Mass.	Public Library		Free		500
Detroit, Mich.	Detroit Medical and Library Association	1870	Sub	Med	700
Frankfort, Mich.	Crystal Lake Township Library	1876	Free		500
Greenville, Mich.	Public School Library	1870	Free		500
Ogden Center, Mich.	Ogden Township Library	1845	Both		400
Portsmouth, Mich.	Portsmouth Township Library	1876	Free		405
Saginaw City, Mich.	Thomastown Library	1850	Free		487
Ada, Minn.	Public Library Association	1886	Sub		310
Hastings, Minn.	Public School Library	1886	Free		878
Moorhead, Minn.	Public School Library	1885	Free		708
Owatonna, Minn.	Literary Association Library		Free		620

TABLE 88.—Additional public libraries of 300 to 1,000 volumes, &c.—Continued.

Location.	Name of library.	When founded.	Free or subscription.	Class.	No. of volumes.
1	2	3	4	5	6
Stillwater, Minn.....	Grammar School Library.....	1885	Sub.....	.....	300
Stillwater, Minn.....	High School Library.....	1884	Sub.....	.....	460
Brookfield, Mo.....	Library Association.....	1886	Sub.....	.....	323
Higginsville, Mo.....	Y. M. C. A. Library.....	1885	Free.....	.....	300
Joplin, Mo.....	The Home Library Association.....	1886	Sub.....	.....	200
Oregon, Mo.....	Woman's Union.....	1870	Free.....	.....	200
St. Joseph, Mo.....	Mechanical and Scientific Library Association.	1886	Sub.....	.....	200
St. Louis, Mo.....	West St. Louis Turn Verein.....	1882	Free.....	.....	302
St. Louis, Mo.....	Germania Saengerbund.....	1857	Free.....	.....	300
Berlin, N. H.....	Young Ladies' Circulating Library.....	1879	Sub.....	.....	525
Bradford, N. H.....	Bradford Library.....	1872	Sub.....	.....	341
Exeter, N. H.....	Natural History Society.....	1875	Free.....	.....	600
Franklin, N. H.....	New Hampshire Orphan's Home.....	1871	.....	.....	460
Haverhill, N. H.....	Library Association.....	1880	Sub.....	.....	600
Whitefield, N. H.....	Union Circulating Library.....	1872	Sub.....	.....	500
Camden, N. J.....	St. John's Workingmen's Club and Institute Library.	1886	Free.....	.....	350
Central City, Nebr.....	Central City Library.....	1882	Free.....	.....	500
Oakland, Nebr.....	Public School Library.....	1886	Free.....	.....	300
Carson City, Nev.....	Nevada State Library.....	1865	Sub.....	.....	.....
Reno, Nev.....	State University.....	1889	Free.....	.....	350
Buffalo, N. Y.....	St. John's Lutheran Orphan Home.....	1864	Free.....	.....	480
New Paltz, N. Y.....	State Normal and Training School Library.....	1833	Free.....	.....	912
New York, N. Y.....	St. Matthew's Church Missionary Society Library (Evangelical Lutheran).	1850	Free.....	.....	610
New York, N. Y.....	The De Peyster Library.....	1886	Free.....	.....	774
Goldsborough, N. C.....	High School Library.....	.....	.....	.....	400
Greensborough, N. C.....	Graded School Library.....	.....	.....	.....	300
Kinston, N. C.....	Graded School Library.....	.....	.....	.....	450
Raleigh, N. C.....	Grand Lodge of North Carolina, A. F. & A. M.	1868	Free.....	.....	670
Coshocton, Ohio.....	Public School and Loan Library.....	1881	Both.....	.....	551
Defiance, Ohio.....	Normal College Library.....	1886	Free.....	.....	506
Kenton, Ohio.....	Public Library.....	1886	Free.....	.....	656
Salem, Ohio.....	Y. M. C. A. Library.....	1886	Free.....	.....	309
Corvallis, Oreg.....	W. C. T. U. Library.....	1880	Free.....	.....	306
Montrose, Pa.....	Montrose Chautauqua Library.....	1886	Sub.....	.....	330
Newport, Pa.....	Borough High School Library.....	1886	Free.....	.....	300
Philadelphia, Pa.....	The Spring Garden Unitarian Society Library.	1886	Free.....	.....	687
Philadelphia, Pa.....	The Woman's Medical College Library ..	1872	Free.....	.....	600
Pittsburgh, Pa.....	Mechanics' Library Association.....	1866	Sub.....	.....	200
Wiconisco, Pa.....	Public Library.....	1886	Free.....	.....	750
East Providence, R. I.....	Watchemoket Free Public Library.....	1886	Sub.....	.....	830
Greenville, S. C.....	McPherson's Circulating Library.....	1883	Sub.....	.....	400
Spencer, Tenn.....	Calliopean Library.....	1878	Sub.....	.....	426
Ludlow, Vt.....	The Ladies' Association Library.....	1851	Free.....	.....	700
Baraboo, Wis.....	Public School Library.....	1884	Free.....	.....	265
Colby, Wis.....	Public Library.....	1882	Free.....	.....	312
Sheboygan, Wis.....	Public School Library.....	.....	Free.....	.....	500
Wauwatosa, Wis.....	Harwood Public Library.....	1886	Sub.....	.....	450
Cheyenne, Wyo.....	School District No. 1.....	1880	Free.....	.....	800

V.—NECROLOGY.

Rev. Joseph Alden, D. D., LL. D., professor of rhetoric at Williams College, Massachusetts, and of philosophy at La Fayette College, Pennsylvania, president of Jefferson College, Pennsylvania, and for 25 years head of the New York State Normal School at Albany. Died in New York, August 30, 1885, aged 78.

Henry Bradshaw, nineteenth librarian of Cambridge University, England. An eminent bibliographer. Died February 10, 1885, aged 54.

Rev. Samuel Gilman Brown, D. D., LL. D., &c. Born January 4, 1813; graduated from Dartmouth College in 1831, and from the Andover Theological Seminary in 1837. He taught the public high school in Ellington, Conn., from 1832 to 1833, and in the Abbot Academy at Andover, Mass., from 1833 to 1833; was professor, in Dartmouth, of *belles lettres* and oratory, 1840 to 1863; of political economy, &c., 1863 to 1867; of mental and moral philosophy and political economy, 1881 to 1883. He was also president of Hamilton College, New York, from 1867 to 1881, and professor of mental and moral philosophy in Bowdoin College, Maine, from 1881 to 1883. He edited the "Life, Speeches, and Addresses of Rufus Choate," 2 vols., 1862, and published many addresses delivered on important occasions. Died at Utica, N. Y., November 4, 1885.

Daniel Chase, a teacher from 1847 to 1871, graduate of Dartmouth in 1839. Died at Philadelphia, Pa., January 2, 1886, aged 74 years.

Rev. John C. Draper, LL. D., from 1858 to 1868, professor of analytical chemistry in the University of the City of New York, and also in the Cooper Institute, and in the College of the City of New York. Died in that city December 20, 1885, aged 50.

James Fergusson, LL. D., historian on architecture. Born, 1808; died January 9, 1885.

John Giles, graduate of Dartmouth in 1842; teacher and school officer in various places, 1842 to 1884. Died at Springfield, Mass., April 28, 1886, aged 70 years.

Henry Norman Hudson, LL. D., professor in Boston University, Shakespearean editor, &c. Died January 16, 1886, aged 72.

Helen Hunt Jackson, author of two important works on the educational and civil rights of Indians. Born October 18, 1831, at Amherst, Mass. Died at her home in San Francisco, Cal., August 12, 1885.

Henry Brace Norton, principal of the training school of Illinois Normal University, 1861, professor of chemistry in the Kansas State Normal School, 1865 to 1870, and in the California State Normal, San José, 1875 to 1885. Died near the latter place June 2, 1885, aged 49.

Rev. Daniel James Noyes, D. D., professor in Dartmouth College, 1849 to 1883. Died at Chester, N. H., December 22, 1885, aged 73 years.

Henry Kemble Oliver, A. M., Mus. D. Born November 24, 1800; educated at Phillips Academy, Andover, the Latin School, Boston, Harvard and Dartmouth Colleges, graduating from the last named in 1818. Taught in public and private schools in Salem from 1819 to 1844; was a member of the Lawrence, Mass., school committee in 1849, and superintendent of public schools in that city in 1858; served for many years on the examining committee of Harvard College, and, in 1847, was a visitor of the United States Military Academy at West Point. Well known as a musical composer; edited a "Collection of Sacred Music" in 1860, and "Original Hymn Tunes, Chants, Sentences, and Motets" in 1875. Died at Salem, Mass., August 12, 1885.

Ariel Parish, superintendent of the city schools of New Haven, Conn., from 1865 to 1881. Died at Denver, Colo., November 24, 1885, aged 77 years.

Cyrus Smith Richards, LL. D., graduate of Dartmouth in 1835; principal of Kimball Union Academy, Meriden, Conn., 1835 to 1871, and of the preparatory school of Howard University, District of Columbia, 1871 to 1885; author of "Latin Lessons and Tables," 1859; "Outlines of Latin Grammar," 1862, and "Introduction to Cæsar," 1883. Died at Madison, Wis., July 19, 1885, aged 77 years.

John Dudley Philbrick, LL. D., D. C. L., chevalier of the legion of honor, officier de l'instruction publique, &c.

He was born in Deerfield, N. H., May 27, 1818; attended Pembroke Academy and Dartmouth College, graduating in 1842; taught in Roxbury and Boston, Mass., 1842 to 1852; was principal of the Normal School at New Britain, Conn., 1852 to 1854; State superintendent of common schools for Connecticut, 1855 to 1856; city superintendent in Boston, Mass., 1857 to 1874 and again 1876 to 1878; was a member of the Massachusetts Board of Education for 10 years; a trustee of the Massachusetts Institute of Technology 1881 to 1886; a trustee of Bates College, Maine, 1873 to 1883; Massachusetts Commissioner to the World's Fairs in Vienna, 1873, and Philadelphia, 1876; United States

Commissioner to that of Paris, 1878; author of nearly fifty public-school reports, many addresses on school topics, &c.; editor, for many years, of the "Massachusetts Teacher," of the "American Union Speaker," 1865, &c.

To him, jointly with Mr. Charles C. Perkins, of Boston, is due the establishment of the Boston Normal Art School, and the introduction of industrial drawing as a required subject of instruction in the public schools of the larger towns in Massachusetts. He selected for the place of art director Professor Walter Smith, a graduate of the Kensington (England) Art School, and supplemented with energy and wisdom the work of that able but misunderstood man.

As a person of marked character, Dr. Philbrick naturally encountered some opposition to his measures; but even his most strenuous opponents bore testimony to the energy, honesty, and candor of his conduct in every situation and relation of his long career. He died at Danvers, Mass., February 2, 1886.

John Langdon Sibley, librarian of Harvard College for 21 years, after long service as assistant librarian. Died at his home at Cambridge, Mass., December 9, 1885, aged 81 years.

Edwin David Sanborn, LL.D. Born May 14, 1808, educated at Gilmanston Academy, N. H., and at Dartmouth College, graduating in 1832; was professor in Dartmouth, 1835 to 1859, and again in 1863 to 1882; also in Washington University, Mo., 1859 to 1863. Died in New York City, December 29, 1885.

Benjamin Silliman, M.D., professor of chemistry in Yale College, 1837 to 1853, and in its scientific school from 1847 to 1870, with an interval of five years at the University of Kentucky, Louisville. Died at New Haven, Conn., January 14, 1885, aged 60.

Charles Upham Shepard, A. M., M. D., LL. D. Born at Little Compton, R. I., June 29, 1804; was educated in Providence, and graduated at Amherst College in 1824; lectured at Yale College on natural history, 1830 to 1847; was professor of chemistry in the Charleston, S. C., Medical College, 1834 to 1861, and of chemistry and natural history in Amherst College, 1852 to 1877; wrote a "Treatise on Mineralogy," 1832; "Report on the Geology of Connecticut," 1837, and of many valuable articles in American journals of high class. Died at Charleston, S. C., May 1, 1886.

Henry Stevens, eminent bibliographer. Died February 28, 1885, aged 57.

T. A. Thacher, LL. D., for 40 years professor of Latin in Yale. Died April 7, 1886, aged 71.

John Baptist Torricelli, A. M., J. U. D., D. D., instructor in modern romance languages in Chauncey Hall School, Boston, Mass., for 25 years. Died at Boston, Mass., December 20, 1885, aged 68.

FOREIGN.

Samuel Birch, author and Egyptologist, for 50 years in service of British Museum. Born November 3, 1813, died December 27, 1885.

Jean Claude Bouquet, professor of mathematics at the Royal College of Marseilles, 1841 to 1845; also at Lyons and at the Sorbonne. Died September 12, 1885.

Rev. George Currey, D. D., master of the Charter House School, London, England. Died in 1885, aged 69.

Prof. George Curtius, philologist of the University of Berlin. Died September, 1885, aged 64.

Heinrich Fischer, professor of mineralogy at the University of Freiburg, Germany. Died February, 1885.

Prof. Von Lasaulx, of the University of Bonn. Died January 25, 1885.

C. J. E. Morron, professor of botany at the University of Liege, Belgium. Died February 28, 1885.

John Morris, from 1855 to 1877 professor of geology in University College, London; Scientist. Died January 7, 1885.

William Robinson Pirie, D. D., Crown principal of the University of Aberdeen.

Leopold von Ranke, German historian; born 1795. Died in Berlin May 23, 1886.

Edward Oscar Schmidt, professor of zoology in the University of Strasburg, Germany. Died January 17, 1885.

Prof. Carl Siebold, philologist. Died in Germany in the year 1885, aged 83.

Rev. John Campbell Shairp, principal of St. Andrew's University, Scotland. Died in 1885, aged 69.

Richard Chenevix Trench, Dean of Westminster, Archbishop of Dublin, &c., whose "Study of Words" and "English Past and Present" formed almost a new revelation of the English tongue.

John Tulloch, LL. D., principal St. Mary's College, University of St. Andrews, Scotland. Died February 13, aged 63.

APPENDIX X.

EDUCATION IN FOREIGN COUNTRIES.

EDUCATION IN FOREIGN COUNTRIES.

FOREIGN EDUCATIONAL STATISTICS.

Wherever popular education has been accepted as a public trust permanent records of its condition and progress are maintained and official reports of the same published at regular or irregular intervals. By its system of exchange this office comes into possession of these reports, and a brief summary of their contents has been a feature of its own annual report. As the chief particulars relating to elementary education may be grouped under the same heads for all countries, the effort is here made to reduce foreign information on this subject to tabular form as affording the most convenient and most impressive mode of representation. The educational statistics employed have been taken from the latest official reports received at this office, excepting when otherwise stated. On account of differences in the legal school age the ratio of school attendance to total population affords the only available basis for comparing the school attendance of different countries. Where the latest census antecedates by several years the year of the school report, estimates of the whole population for a nearer date have been employed when attainable. The fact is indicated by a foot-note. Such estimates have been taken from the educational reports or from the Statesman's Year Book for 1887.

Comparatively few countries report the statistics of school population. In England and Scotland it is customary to include only six-sevenths of the population in estimating the number of children for whom provision should be made in State aided elementary schools. As the omission of one-seventh of the population in these estimates is misleading when the statistics are tabulated with those of other countries, the numbers showing the entire child population of the specified ages, as given in the official reports from those countries, are used in this table. Care has been taken to confine the table to the statistics of elementary schools, *i. e.*, schools below the high-school grade, which are substantially the same for all countries. In a few instances the distinction is not clearly preserved in the original reports, and the totals of enrolment and teachers possibly include high schools. It is certain, however, that in these cases, which are few, the totals are not greatly affected thereby. A glance at the columns setting forth the number of schools and the school enrolment will show that the word school, or its foreign equivalent, has various applications. It sometimes signifies the scholars in charge of one teacher and sometimes a collection of such bodies, forming a series of grades in one building.

The statistics of school population and enrolment in Hungary include the youth 6 to 15 years of age, which are accordingly given as the limits of the school age. In fact attendance upon elementary schools in Hungary is obligatory from 6 to 12 years of age, inclusive, and upon the "review" or "continuation" schools from 12 to 15. The latter may be day, evening, or Sabbath schools. In them the branches pursued in the ordinary elementary schools are reviewed and somewhat extended.

The column of expenditure is the least satisfactory in the table, as it is known to involve different items for different countries. The only basis on which the cost of elementary education in different countries may be fairly compared appears to be that of teachers' salaries, the item common to all, viz, teachers' salaries. Unfortunately, as a rule, this is not separately reported. The totals, as given in the table, include, in addition to teachers' salaries, cost of supervision, incidentals, office expenses, &c. In no case, however, have the expenses for buildings or other permanent improvements been included. The best comparative view of expenditures would be afforded by distinct statements of teachers' salaries, cost of supervision, and incidentals. The hope is entertained that before the next report is issued the time and the information at the disposal of the office may suffice for the presentation of expenditure under these three heads.

In the following countries, represented in the table, the elementary schools are free schools: France, Italy, Switzerland, Algeria, British Columbia, Manitoba, New Brunswick, Nova Scotia, Ontario, Prince Edward Island, Costa Rica, Guatemala, Argentine Republic, Chili, Ecuador, Victoria, Queensland, and New Zealand. In these the cost of elementary education is defrayed by State and local funds. In the remaining countries a portion of the cost is met by tuition fees.

TABLE 80.—Comparative statistics of elementary education in foreign countries—PART I.

Countries.	Population.		Date.	Population to square mile.	Name and title of chief officer of education.
	Number.				
Austria-Hungary:					
Austria.....	22,031,248	1885	199.00	Dr. Gautsich von Frankenthurn, minister of public instruction and ecclesiastical affairs.	
Hungary.....	21,635,686	1884	131.00	Dr. August Trefont, minister of public instruction and ecclesiastical affairs.	
Belgium.....	45,853,278	1885	515.00	Monsieur Thonissen, minister of interior and of public instruction.	
France.....	38,218,903	1886	187.00		
Germany:					
Prussia.....	27,279,111	1880	199.00	Dr. von Gossler, minister of ecclesiastical affairs, of public instruction, and of medical affairs.	
Wurtemberg.....	1,995,168	1885	260.00	Dr. von Sillcher, ministerial director and president of department of ecclesiastical affairs and public instruction.	
Saxony.....	3,179,168	1885	469.00	Dr. C. F. W. von Gerber, minister of state and chief of department of ecclesiastical affairs and public instruction. Director, F. F. Potzdorff.	
Saxe-Weimar.....	313,946	1885	221.00	Dr. Gayet, president of "Commission supérieure pour les affaires du culte et de l'instruction catholique."	
Hamburg (free city).....	518,620	1885	3,504.00	The "Oborschulbehörde," Dr. G. H. Kerchompaner (burgomaster), presiding officer.	
Bremen (free city).....	166,392	1885	1,698.00	The "Schularchiv," Dr. A. Pauli (senator), chief officer.	
Great Britain, &c.					
England and Wales.....	27,409,041	1885	427.00	Committee of council on education.	
Scotland.....	63,967,736	1885	131.00	Vice-president for Scotland, Earl Dalhousie; lord president for England, Earl Spencer; vice-president for England, Sir Lyon Playfair.	
Ireland.....	64,918,338	1885	151.00	Commissioner of national education in Ireland.	
Italy.....	28,459,628	1881	237.00	Signor Michele Coppino, minister of public instruction.	
Japan.....	37,547,650	1883	253.00	Arinori Mori, minister of public instruction.	
Netherlands.....	24,336,012	1885	343.00	Dr. J. H. van der Meer, minister of public instruction.	
Russia in Europe (including Finland).....	87,105,089	1882	42.00	Actual Privy Councillor Delyanoff, minister of public instruction.	
Finland.....	2,176,421	1884	16.00		
Switzerland.....	2,846,102	1880	179.00		
British India.....	205,093,375	1881	228.00		
Bombay Presidency.....	6,941,249	1881	94.00	K. M. Chaffield, director of public instruction.	
British Barmah.....	3,736,771	1881	42.00	P. Hordern, director of public instruction.	
Algeria.....	{ 459,546 } { 43,310,412 }	1881	27.00		
Cape Colony.....	6325,000	1885	2.00	Langham Dale, superintendent general of education.	
Canada:					
British Columbia.....	49,459	1881	14	S. D. Pope, superintendent of education.	
Manitoba.....	65,954	1881	53	J. B. Somerset, superintendent of education for the Protestant schools.	
New Brunswick.....	323,182	1883	12.00	William Crockett, chief superintendent of education.	
Nova Scotia.....	440,572	1881	21.00	David Allison, superintendent of education.	
Ontario.....	1,923,228	1881	18.00	George W. Ross, minister of education.	
Prince Edward Island.....	108,891	1881	51.00	D. Montgomery, chief superintendent of education.	
Quebec.....	1,359,027	1881	7.00	Hon. Gédéon Ouimet, superintendent of education.	

Jamaica.....	585, 536	1881	134. 00	Thomas Capper, inspector of schools.
Trinidad.....	153, 128	1881	87. 00	R. J. L. Guppy, superintendent of education.
Costa Rica.....	193, 144	1885	8. 00	Don Mauro Fernández, minister of commerce, agriculture, finances, and public instruction.
Guatemala.....	1, 322, 514	1885	28. 00	A. Batres, minister of public instruction.
Nicaragua.....	275, 815	1883	6. 00	Dr. Don Francisco Castellón, minister of justice, worship, and public instruction.
Argentine Republic.....	3, 100, 000	1882	6. 00	{ Dr. D. Eduardo Wilde, minister of justice, worship, and public instruction. Dr. Benjamin Zorrilla, president of national council of education.
Chili.....	2, 439, 537	Dec. 31, 1884	9. 00	Señor E. C. Varas, minister of justice, worship, and public instruction.
Ecuador f.....	1, 004, 651	1885	4. 00	J. Modesto Espinosa, minister of interior, foreign affairs, and public works; Don Carlos L. Tobar, under secretary, reporting on education.
Uruguay.....	593, 248	1884	8. 00	Señor Aureliano, minister of justice, ecclesiastical affairs, and public instruction; Señor Don Jacobo A. Varela, national inspector of primary instruction.
Hawaii.....	80, 578	1884	12. 00	His excellency Walter M. Gibson, president of the board of education.
New South Wales.....	221, 268	1884	3. 00	W. J. Trickett, minister of public instruction.
Greenland.....	273, 090	1885	50	B. B. Moreton, secretary for public instruction.
South Australia.....	613, 423	1885	35	John A. Hartley, B. A. B. Sc., inspector-general of schools, minister of education.
Victoria.....	1, 009, 753	1886	11. 00	Charles Henry Pearson, minister of public instruction.
West Australia.....	22, 968	1884	63	John A. Cockburn, minister of education.
New Zealand.....	578, 482	1886	5. 00	Robert Stout, minister of education.
Tasmania.....	213, 791	1885	5. 00	J. W. Agnew, minister of education.

a Estimated. b Registrar-general's estimate. c European. d Total. e Estimated European. f Ecuador reports for 6 (out of 11) provinces.

British Burmah	1884-85	4,946	2,178	1,840	4,027	2,090	772	1,502	89	66,389
Algeria	1885	1,017			91,183					950,248
Cape Colony	1885	5-15	51,000		73,713	39,034	730			
Canada:										
British Columbia	1884-85									
Manitoba	1885	5-10	{49,566}	7,094	714,990	7,365	7231	7245	7476	71,152
			{15,850}							
New Brunswick	1885-86	5-16			68,307		413	438		387
					186,578*		1,696	1,132		1 6
Ontario	1886	{47-13}	583,137	223,383	472,458	225,907	2,744	4,474	7,218	2 11
		{65-21}								
Prince Edward Island	1885	5-16	22,500	9,865	21,983	12,166	271	223	494	125
Quebec	1885	5-16	225,000	85,114	172,692	122,279	700	4,201	4,901	248
Jamaica	1885		16753		164,384	167,628				17166,471
Trinidad	1884-85		136		12,392	8,573				79,781
Costa Rica	1885	6-14	32,306	7,355	13,413		161	149	310	
Nicaragua	1885			872	39,395					
Guatemala	1885			1,741	15,208		124	64	1,087	
Argentine Republic	1885	6-14	35,311	10,017	133,642	110,620				5,581
Chili	1884			768	63,599	45,795				20
Ecuador ¹⁸	1885				192,585				19,419	3
Uruguay	1885	6-14			9,016		230	401	631	479,013
Hawaii	1886			354	16,562					150,766
New South Wales	1884	6-14	180,577	1,967	166,156	95,215	1,618	1,557	293,175	2 6
Queensland	1885	6-12		447	48,651	30,117	589	687	211,256	
South Australia	1885	7-13		472	44,106	27,005	598	623	211,021	38
Victoria	1885-86	6-15	200,063	1,893	186,821	117,707	1,714	2,336	21,050	1
West Australia	1884			91	4,156	3,167				
New Zealand	1885	7-13		1,021	147,866	80,302	1,158	1,461	22,019	139
Tasmania	1885	7-14		204	13,418	7,465	143	253	378	1,611,465
										105,355

^a Expenditures in 1885-'86, according to information received from Mr. Edmund Jussen, United States consul-general in Vienna. ^b Includes higher primary and burgher schools. ^c There are only 10 State normals, with 767 pupils; the others are normal sections and ^d "ecoles normales avérées," which were re-established by law of September 20, 1884. ^e In 1883 for primary instruction only. ^f Estimated for 1886. ^g Private. ^h Excluding duplicates and including enrolment in manual school. ⁱ Of the entire number 3,453,071 were between the ages of six and thirteen. ^j Public. ^k In 1885-'86. ^l Teachers' positions; number of teachers not given. ^m Includes amount for Fortbildungsschulen (1,842 in number) and for the two deaf and dumb institutions. ⁿ Schools. ^o Classes. ^p Legal. ^q Enrolment. ^r Includes 20,414 pupil teachers. ^s Enrolment for results. ^t Includes expenditure for night schools with 23,750 pupils. ^u Includes 640 work-mistresses and temporary assistants. ^v Total expenditure for night schools with 9,569 pupils; the rest are provincial, communal, and private. ^w Total enrolment. ^x Includes infant schools. ^y Protestant. ^z Includes public, subsidized private, and private schools. ^{aa} Governmental normals are 69 in number with 5,969 pupils; the rest are provincial, communal, and private. ^{ab} Total income for all schools. ^{ac} Ecuador reports for 6 (out of 11) provinces. ^{ad} Winter term. ^{ae} Summer term. ^{af} Summer term, 1886. ^{ag} With statistics for 1885. ^{ah} Includes small number of private pupils and teachers. ^{ai} Provincial grant for year ending December 31, 1885. ^{aj} Total income for all schools. ^{ak} Ecuador reports for 6 (out of 11) provinces. ^{al} Includes 452 pupil teachers.

SALARIES OF TEACHERS.

The table showing teachers' salaries in several foreign countries answers inquiries frequently received at this office. Presumably the items are desired for use in comparative statements, which are, however, hardly warranted in the present state of our information. The true average salary in any country would be the quotient of the total amount paid for salaries divided by the number of teachers employed, which is evidently the only uniform method that could be employed for the computation. Those familiar with the facts are well aware that the methods actually employed differ widely, the factors which enter into the computation being even more varied than the results. Some investigations are in progress by this office, which, it is hoped, may bring out estimates of greater relative value than those now available. Meanwhile the information should be used with discrimination and caution. The notes appended to the table indicate, in some measure, the great diversity of conditions involved in the estimates.

TABLE 90.—Annual salaries of elementary teachers in foreign public and State aided schools.

Countries.	Maximum salary.		Minimum salary.		Average salary.	
	Male.	Female.	Male.	Female.	Male.	Female.
Austria-Hungary { Austria.....	a \$(287)		a \$(65)			
{ Hungary.....			b { 108 } { 72 }			
Belgium.....			c (193)			
France.....			{ 174 } { 193 } { 212 } { 231 }		d \$(252)	
Germany { Prussia.....	(491)		e (214)			
{ Würtemberg.....	e (476)		f { 200 } { 129 }			
{ Saxony.....			(202)			
{ Saxe-Weimar.....	(559)		e238		190	
{ Hamburg.....	e1,047	476	e(171)			
{ Lübeck.....	e(743)		(233)			
{ Bremen.....	(643)					
Great Britain { England and Wales.....					f1 588	g359
{ Scotland.....					f1 659	g314
{ Ireland.....					h388	h324
Italy.....	255	170	4106	71		
Netherlands.....	{ \$1,085 } { 6643 }		161			
Russia.....	{ 4146 } { m116 }					
Canada { British Columbia.....	n770				(n102)	
{ Manitoba.....					o52	o399
{ New Brunswick.....					351	
{ Nova Scotia.....					305	
{ Ontario.....	1,200				426	
{ Prince Edward Island.....	900	360	180	130	311	
{ Quebec.....						
Scandinavia { Sweden.....					(p)	
{ Norway.....						
Switzerland.....	q(762)		q(119)			
Australasia { New South Wales.....	r2,430	r1,584	s292	s486		
{ Queensland.....						
{ New Zealand.....	2,362				(475)	
{ Tasmania.....	2,735	1,056	302	200	680	

a Salaries vary in different divisions of Austria. The highest rates are in Lower Austria, the lowest in Vorarlberg. Teachers receive additions to their salaries at stated periods. In 7 divisions women receive as much as men. b According to law the minimum for teachers is \$107.50 (300 florins); for assistant teachers, \$71.80. The teacher also has house and garden; the assistant, money for room rent. The average salary in 1884 stood: teachers, \$160.11; assistants, \$103.03. c Minimum, 1,000 francs, by law of 1876. About 535 teachers get over 2,000 francs salary. d General average for teachers throughout Prussia: In Berlin teachers get as high as \$491; in rural districts, some assistants get only \$11.08. e Also house, or money for rent. f Also house; assistants get house and firewood. g Average of certificated masters. h Average of certificated mistresses. i Average of principals. j A new law (of February 11, 1886) equalizes pay of teachers in city and country schools; the lowest salary is not to be less than 700 lire, \$135.10. k Principals. l Teachers. m City. n Country. o Estimated. p Protestant rural schools. q This appears to be the average: \$322 in the capital; \$188 province. The statement reads: The salaries of teachers are quite small; in the provinces, \$187.60; in the capital, \$321.60. r A general average for all Switzerland. The lowest salary in Canton Zurich is \$238 with house, land and firewood. Few teachers get as little as this, as the districts add to the Cantonal fund. In Zurich, city teachers receive \$714 to \$785.40. Basel city gives the highest salary—\$833. The lowest salaries are in the mountainous cantons where there are only winter schools. s Including residence. t Pupil teachers not included.

TABLE 91.—Comparative statistics of elementary education in seven foreign cities.

Cities.	Date of census or estab- ment.	Population.	Date of school re- port.	Legal school age.	School population.	Educational statistics.					Total expenditure.	
						Number of—	Teachers.	Enrolment.		Average at- tendance.		
								Boys.	Girls.			Total.
Vienna.....	1840	a 1,103,857	1884-85	6-14	.....	166	1,530	.....	.....	76,884	.....	\$1,179,778
Brussels.....	1886	a 416,659	1885-86	7-14	.....	.....	.....	6,808	5,718	12,526	.....	.....
Berlin.....	1884	1,315,412	1884	6-14	.....	.....	.....	63,159	67,730	132,889	.....	61,473,408
London.....	1851	3,892,441	1885	3-14	6781,546	.....	7,701	.....	.....	6624,932	.....	4,867,735
PARIS.....	.....	.....	.....	6-13	.....	e 367	e 2,919	e 76,183	e 63,169	e 139,352	.....	e 135,880
Stockholm.....	1885	215,688	1885	7-14	.....	.....	.....	4,761	3,979	13,272	.....	.....
Rio de Janeiro.....	1885	a 357,392	1883	.....	.....	.....	.....	.....	.....	8,740	.....	.....

a With suburbs, estimated.

b If certain pupils educated in private and special institutions are included, the city of Berlin paid for 135,194 pupils in elementary grades, and this made the expenditure \$1,498,192.

c Includes 31,860 children over 13, and not exempt.

d Average attendance for half year ending midsummer, 1886, includes 26,255 children over 13 years of age.

e These statistics present the situation of the public or municipal primary schools December 31, 1884. In addition there were private schools as follows: For boys, 229; 162 lay, 67 belonging to religious orders. For girls, 594; 459 lay, 135 belonging to religious orders. Total, 823; 621 lay, 202 belonging to religious orders. The office is not in possession of further particulars relating to these schools. For the same year, 1884, the number of maternal schools was 191, having, December 31, an attendance of 36,027 children.

f There are also 185 private primary schools (27 of them subsidized with 1,245 pupils, and 830 in average attendance), which brings the number up to 18,861. Average attendance, 13,201.

g Elementary.

TABLE 92.—Attendance at European universities—PART I.

	Date of report.	Theology.	Law.	Medicine.	Philosophy.	Sciences.	Special schools.	Total.
AUSTRIA.								
Vienna.....	1883-'84	226	2,266	2,013	716	.....	.....	5,221
Graz.....	1883-'84	95	514	233	165	.....	.....	1,027
Innsbruck.....	1883-'84	237	234	146	73	.....	.....	690
Prague (German).....	1883-'84	249	562	352	205	.....	.....	1,363
Prague (Bohemian).....	1883-'84	.....	796	405	280	.....	.....	1,481
Lemberg.....	1883-'84	339	532	.....	129	.....	.....	1,001
Cracow.....	1883-'84	67	362	328	1	.....	.....	873
Czernowitz.....	1883-'84	76	141	.....	65	.....	.....	283
HUNGARY.								
Buda-Pesth.....	1884-'85	91	1,563	1,161	357	.....	.....	3,172
Klausenburg.....	1884-'85	.....	221	118	58	44	.....	441
BELGIUM.								
Ghent, State.....	1884-'85	.....	205	152	66	152	272	847
Liège, State.....	1884-'85	.....	344	245	232	336	303	1,460
Brussels, Free.....	1884-'85	.....	436	505	210	421	131	1,713
Louvain, Free.....	1884-'85	51	376	435	216	342	218	1,638
NETHERLANDS.								
Leyden.....	1884-'85	24	216	261	50	38	.....	589
Utrecht.....	1884-'85	125	42	203	40	42	.....	452
Groningen.....	1884-'85	17	43	161	60	41	.....	322
RUSSIA—FINLAND.								
Helsingfors.....	1886	216	515	126	400	395	.....	1,652

TABLE 92.—Attendance at European universities—PART II.

	Date of report.	Law.		Medicine.		Philosophy.		Science.		Total.	
		Students.	Hearers.	Students.	Hearers.	Students.	Hearers.	Students.	Hearers.	Students.	Hearers.
ITALY.											
<i>Government universities.</i>											
Bologna.....	1883-'84	300	3	567	12	25	1	96	15	988	31
Cagliari.....	1883-'84	85	3	64	2	.....	.....	12	1	161	6
Catania.....	1883-'84	183	.....	114	2	.....	.....	13	.....	315	2
Genoa.....	1883-'84	275	6	350	.....	23	.....	66	.....	714	6
Macerata.....	1883-'84	102	8	.....	.....	.....	.....	.....	.....	102	8
Messina.....	1883-'84	68	.....	76	.....	.....	.....	12	.....	136	.....
Modena.....	1883-'84	78	1	157	2	.....	.....	27	.....	262	3
Naples.....	1883-'84	1,591	6	1,725	17	63	.....	262	16	3,641	39
Padua.....	1883-'84	255	6	401	4	69	3	235	5	960	18
Palermo.....	1883-'84	329	7	199	10	14	1	98	6	740	24
Parma.....	1883-'84	40	.....	139	1	.....	.....	16	2	195	3
Pavia.....	1883-'84	201	2	505	2	16	.....	140	6	862	10
Pisa.....	1883-'84	219	4	192	2	29	.....	152	3	693	9
Rome.....	1883-'84	563	25	385	6	57	.....	113	12	1,058	43
Sassari.....	1882-'84	50	1	50	1	.....	.....	.....	.....	100	2
Siena.....	1883-'84	51	1	110	.....	.....	.....	.....	.....	161	1
Turin.....	1883-'84	725	.....	923	14	130	.....	308	10	2,006	24
<i>Free universities.</i>											
Cambrino.....	1883-'84	15	1	77	2	.....	.....	.....	.....	92	3
Ferrara.....	1883-'84	9	.....	15	.....	.....	.....	5	.....	29	.....
Perugia.....	1883-'84	16	.....	48	1	.....	.....	.....	.....	64	1
Urbino.....	1883-'84	12	3	27	6	.....	.....	6	.....	45	9

TABLE 92.—Attendance at European universities—PART III.

	Date of report.	Total number of students.
France	1886	a17,800
GERMANY.		
Berlin	1886	4,434
Leipsic	1886	3,060
Munich	1886	3,035
Halle	1886	1,518
Breslau	1886	1,425
Tübingen	1886	1,403
Würzburg	1886	1,369
Freiburg	1886	1,319
Bonn	1886	1,293
Göttingen	1886	1,076
Heidelberg	1886	1,036
Greifswald	1886	1,016
Marburg	1886	939
Erlangen	1886	900
Königsberg	1886	871
Strasburg	1886	846
Jena	1886	655
Kiel	1886	542
Giessen	1886	513
Rostock	1886	313
SWEDEN.		
Lund	1885	827
Upsala	1885	1,821

a Distributed among the several faculties.

SCIENCE AND ART INSTRUCTION IN GREAT BRITAIN.

The following information is derived from the thirty-third report of the Science and Art Department, whose operations embrace the United Kingdom:

Science instruction.—During the year 1885 the schools and classes of elementary science, in connection with the department, irrespective of the training colleges, were attended by 78,810 persons, an increase of 474 over the same for 1884. The number examined was 54,241; the number of papers presented (each paper being the examination in a separate branch of science), 97,238; passed, 68,340.

The total amount paid on the result of these examinations was £63,364 13s. 1d., an increase of £6,831 10d., as compared with 1884. In addition to this elementary work, 145 classes were examined in connection with 42 training colleges, the payment in results amounting in the same to £5,748 10s. Grants for fitting up laboratories were made to 16 schools, amounting, altogether, to £1,112 18s. 5d., while the grants in aid of the purchase of apparatus, diagrams, and examples amounted for the year to £1,146 2s. 7d.

The aid granted to local teachers of science classes in the country, to enable them to improve themselves by attending the classes and laboratories in institutions in their neighborhood where advanced instruction in science is obtainable, has been continued and extended. Special arrangements are made at Owens College, Manchester; Firth College, Sheffield; Mason College, Birmingham; the Yorkshire College, Leeds; and the University College, Dundee, to enable the teachers to attend certain courses of instruction, and three-fourths of their fees for day classes and one-half for evening classes are defrayed by the department.

In the Normal School of Science and Royal School of Mines, 230 students were under instruction, and in the Royal College of Science, Dublin, 88 students.

Art instruction.—In the year ending August 31, 1885, instruction in drawing has been given to 810,079 children and pupil-teachers, of whom 530,236 were examined at the annual examinations in 4,637 elementary schools. The grants on results in these schools amounted to £25,983, an increase of £2,854 over the grant in 1883-'84. The grant made to the training colleges on account of examinations in drawing was £1,935 10s., an increase of £135 above the same in 1884.

The department also gives aid to art classes, which in 1885 numbered 468, having 23,410 students. For advanced art instruction there were 200 schools, with 13 branch classes, having in all 36,960 students. The National Art Training School had 656 students, and the Dublin Metropolitan School of Art, 476.

The grand total of persons taught drawing, painting, or modelling through the agency of the department was 879,719.

During the year the number of visitors to the South Kensington Museum was 899,813, and to the Bethnal Green Branch, 450,439.

The expenditures of the department during the financial year 1885-'86 amounted to £390,716 14s. 11d., which were apportioned as follows: Expenses of administration, including central staff, office expenses, about £26,932; direct payments, prizes, &c., to encourage instruction in science, about £77,556; direct payments, prizes, &c., to encourage instruction in art, about £86,827; services common to both science and art instruction, about £52,217; institutions supported or aided by the state through the science and art departments, about £55,350; and South Kensington and Bethnal Green Museums, including expenses of circulation of science and art objects to country institutions, about £91,785.

PARTICULARS OF THE RECENT HISTORY OF SECONDARY EDUCATION IN GREAT BRITAIN.

In great Britain, as in other European countries, secondary education for several years past has been the subject of much discussion and investigation. The movement in that country is the more interesting to us because the conditions under which secondary instruction is there carried on resemble, in several important particulars, those characteristic of the same work in the United States. A brief outline is here given of the most important events in the recent history of this department of educational activity in Great Britain.

In 1858 a royal commission was appointed to inquire into the condition of popular education in England, including a certain number of schools above the elementary grade.

In 1861 a second commission was appointed to inquire into the condition of the nine great public schools,¹ a group of secondary schools of high order.

In 1864 a third commission, viz, British Schools Inquiry Commission, was appointed to inquire into the education given in schools not comprised within the scope of the two former commissions. The following statement in the introduction to the report of the third commission indicates the range of their inquiry:²

"The schools on which it is our duty to report occupy a very wide range, which, in fact, includes, with only nine exceptions, all schools which educate children excluded from the operation of the Parliamentary grant. These schools are very different in their external constitution. We have, however, found it convenient to divide them into three classes only—endowed, private, and proprietary."

For purposes of comparison the commission authorized their assistant commissioner, Mr. Fearon, to inspect and examine the burgh schools in nine cities and towns in Scotland, and the resulting report not only presents detailed information with respect to these, but gives a very clear idea of the means of secondary education in Scotland generally. Other special reports were made by Matthew Arnold, who was authorized to inquire into the system of education for the upper and middle classes in France, Germany, Switzerland, and Italy, and by Rev. James Frazer, M. A., who conducted an investigation in the United States and Canada.

Altogether, the reports of the commissions, more especially of the second and third, give a comprehensive view of the status of secondary education in Great Britain. With all the evidence before them, the third commission found that education, as distinct from direct preparation for employment, might be classified as that which is to stop at about 14, that which is to stop at about 16, and that which is to continue till 18 or 19; and for convenience they call these the third, the second, and the first grade of education, respectively. These distinctions correspond, they say, "roughly, but by no means exactly, to the gradations of society." Mr. Fearon gave substantially the same divisions for Scotland, and they agree with those recognized generally in continental Europe. In the opinion of the commission, the most urgent educational need of the country was that of good schools of the third grade, or those which should carry education up to the age 14 or 15, a class of schools with which Mr. Frazer reported the United States to be, so far as he observed, well supplied. "The organization of these schools," they say, "ought to be such as to leave the masters considerable freedom in the use of methods, but to define the chief aim and purpose clearly and precisely, and that aim should be thoroughly to satisfy the demands of the parents for good elementary teaching, and then, and only then, to add anything more."

For this object the schools might be attached to existing elementary schools or divided into two divisions, a lower and an upper. The upper division would then be adapted to boys from 12 to 14 or 15 years of age, and would accomplish the work for

¹ Eton, Winchester, Westminster, Charter House, St. Paul's, Merchant Taylors', Harrow, Rugby and Shrewsbury. In 1868 these had, according to the report of the Schools Inquiry Commission, a net aggregate income of £65,000. The number of their scholars was 2,956.

² The total number of endowed schools (England and Wales) that came within the scope of their inquiry was 820, having a net aggregate income, including exhibitions, of £277,000 a year. The number of scholars, excluding those in 198 schools that had become elementary, was nearly 40,000. The report also included 86 proprietary schools for boys and 36 for girls.

which the public grammar or intermediate schools of the United States (as they are variously termed) make provision.

"Schools of the second grade, or those which should carry education up to 16 years of age, would prepare youths for business, for several professions, for manufactures, for the army, for many departments of the civil service." The commissioners express the opinion that "in such schools Greek should not be included, except as an extra and under special regulations. * * * Latin would be a necessity in all but a very few of these schools since most of the occupations presuppose it in some degree, and many of the examinations prescribe it. To Latin one modern language ought to be added and thoroughly well taught; and in some of the schools two modern languages, according to the general character of the place and the usual destination of the scholars. English literature and the elements of political economy should not be neglected. The mathematics in these schools ought to be at once strictly scientific, and yet of a practical cast—not aiming at subtle refinements but at practical applications. It would be by no means expedient that mere rough and empirical methods should be substituted for strict mathematical reasoning; but the minds of the learners should be perpetually brought back to concrete examples instead of being perpetually exercised in abstractions. It would be possible to put algebra, geometry, and trigonometry within the reach of many of the boys, and to go even further with a few. Lastly, these are especially the schools in which it would often be worth while to lay great stress on practical mechanics and other branches of natural science. In all these schools it should be an absolute rule that the elementary subjects should be kept up; for the loss of these nothing can really compensate. English, for instance, should be carefully cultivated to the very last, and no boy should pass through a school of this kind without having acquired a good knowledge of a few of the best English authors. Arithmetic should never be dropped. The aim should be to reconcile the cultivation of the faculties with the requirements needed for business and for professions. Most of the schools of the first grade would make it their chief aim to prepare for the universities. The schools would therefore be generally classical schools. * * * But besides the classics," say the commissioners, "it is now generally admitted that English literature and the elements of political economy, modern languages, mathematics, and natural science ought to find a place in such schools as these, and that even if they be considered subordinate subjects they should be made a serious part of the business of the school. The masters who teach them should be put on a perfect footing of equality with the other masters; the time allotted to them should prove that they are valued; the marks assigned to them in promotions, the prizes given for proficiency in them, the care taken in examining the boys' progress should be such as to stimulate the learners and prevent all suspicion that while classics are a reality all other studies are a mere concession to popular clamor."

The recommendations of the commissioners had reference to educational endowments, since these, being in some sense public property, are subject to public control, and hence most readily made the field of changes and experiments. Many of the recommendations are of local or national importance, but the following, as will be seen, are of general pedagogical interest. The commissioners recommend that the endowed schools be remodelled on the lines already described and the different grades distributed according to the demands of the country; that all the internal discipline of the school, the choice of books and of methods, the organization and the appointment and dismissal of assistants be intrusted to the headmaster; that a service of state inspection and examination be established.

Inspection they would have conducted by special and permanent officers, appointed by the central government. These inspectors should, annually, have the assistance of a court of examiners appointed by the universities or some similar independent authority. Apart from the recommendations for a particular class of schools, the commissioners express their conviction of the importance of suitable examinations by independent authorities for all classes of secondary schools. They dwell also upon the need of enlarged provision for the teaching of natural science and for such recognition of the subject as shall put it on an equality with the classics.

The recommendations of the commission as regards the reorganization and examination of endowed schools were embodied in a bill introduced into Parliament in 1869, but after inquiry before a select committee so much of the bill as related to examinations was abandoned. The amended bill became law and provided for the appointment of a commission of three persons, charged with the duty of preparing schemes for submission to the educational department. During the sixteen years that have elapsed since the passage of the act of 1869 the commissioners have dealt with no less than 750 schemes, of which only eight have been rejected by Parliament, and the work is still going on. One of the latest foundations that has been dealt with is Christ's Hospital, more familiarly known as the Blue-Coat School. By the scheme "the governing body is to be reconstituted; the terms of admission are to be modified, and the total

number of scholars nearly doubled; the benefits which have hitherto been monopolized by boys are to be shared with girls; the hospital (*i. e.*, preparatory school) is to be removed to a healthy situation within easy reach of town."

There will be established a boys' day school in London for 600 scholars and a girls' day school for 400, and a boy's boarding school with accommodation for 700 and a girls' boarding school accommodating 500. The scheme also provides that "three hundred free places in the science school, and two hundred free places in the girls' day school, shall be allotted to boys and girls, respectively, who, at the time of their application for admission, are, and for at least three years have been, in any of the public elementary schools of the metropolis and have passed the sixth standard."

In respect to other foundations, as to that of Christ's Hospital, the work of the executive commission has been directed chiefly to the extension of the bounty and the judicious distribution of the new or the newly-organized schools. At the same time they have endeavored to promote instruction in science, and it is understood that in treating the remaining foundations they will increase their efforts in that direction.

The great deficiency of provision for science instruction had also been noted by the Public School Commission, who reported that the subject was "practically excluded from the education of the higher classes in England." The Executive Commission, appointed to carry out such recommendations of the Public School Commission¹ as were sanctioned by Parliament, ordered that science should be taught in the upper divisions of the schools, and that in school examinations it should be allotted not less than one-tenth of the total marks.

On account of the views expressed by these commissions, the commission appointed in 1875, under the presidency of the Duke of Devonshire, to inquire into the state of scientific instruction in the country, collected a large amount of evidence from the secondary schools, as a result of which they said that "though some progress has no doubt been achieved, and though there are some exceptional cases of great improvement, still no adequate effort has been made to supply the deficiency of scientific instruction pointed out by the commissioners of 1861 and 1864. We are compelled, therefore, to record our opinion that the present state of scientific instruction in our schools is extremely unsatisfactory. The omission from a liberal education of a great branch of intellectual culture is of itself a matter for serious regret; and, considering the increasing importance of science to the national interests of the country, we cannot but regard its almost total exclusion from the training of the upper and middle classes as little less than a national misfortune."

The indications are that further action will be taken by Parliament with reference to the endowed secondary schools of England, but at present the matter rests at the point reached by the labors of the three commissions.

In Scotland secondary instruction is the professed work of the burgh schools or academies. At the same time many parochial schools carry the instruction of their pupils far beyond the limits of elementary instruction, while the four universities do much work that is essentially secondary. Here, as in England, there are many endowments intended to foster this grade of instruction; and here, as in England, the Government has seen the need of a careful investigation into the application and conduct of such endowments. Under the educational endowment act of 1882, commissioners were appointed to draft schemes for the more perfect fulfilment of the purposes of these foundations. The labors of this commission will undoubtedly do much to extend and improve the existing provision for secondary instruction, but the endowments with which they deal are by no means sufficient to meet the demands in this respect. As regards science instruction Scotland is behind England, and in Scotland, as in England, there has been a demand for some system of inspection and examination for the secondary schools, in response to which the Scotch Education Department has undertaken the service for the ensuing year, for all secondary schools, public and endowed. This brief outline of the work of the English and Scotch commissions is sufficient to indicate the lines of movement with respect to secondary instruction in Great Britain.

Aside from the measures for increasing the number and perfecting the classification of secondary schools, the most important considerations engaging attention, as we have seen, are those of the extension of the curriculum in respect to science and the service of inspection and examination. It will be interesting to note evidences of recent progress in these respects. In this connection it must be remembered that the history of secondary education in England, at least, is essentially the history of individual schools, and that the character of each of these schools is inextricably involved with that of the social class by which it is chiefly patronized. Changes of curriculum in Eton or Harrow, or in the City of London School will not depend upon changes in public opinion or in general requirements so much as upon the extent to which these effect a particular and, possibly, a small social class.

Of the nine great public schools two only, Harrow and Merchant Taylors', of London, announce a "modern side" distinct from the classical. All, however, offer

¹ Their jurisdiction only extended over seven of the nine schools previously enumerated.

instructions in science, though, as a rule, it appears to be the minimum required under the statute.

The following table represents the distribution of the number of hours of study a week in Eton, not including, except when so stated, preparation of lessons out of school. It is given as a rough average, the time-tables varying for different parts of the school:

TABLE 93.—*Distribution of the hours of study at Eton.*

Classics and ancient history.	English and English history.	Other modern languages and history.	Natural science.	Arithmetic and mathematics.	Geography.
14 hours average in school.	History, included with geography, and composition with classics.	4 hours average in school.	2 hours average in school.	4 hours average in school.	1 hour average in school.
6 hours average out of school in pupils' room.		1 hour average of exercises out of school.	1 hour average of exercises out of school.	2 hours average of exercise out of school.	1 hour average of exercises out of school.
2 hours average of exercises out of school.					

Harrow, which announces a modern side, presents a time-table from which the following is taken, representing the work of classes in three grades of the school:

TABLE 94.—*Distribution of the hours of study at Harrow.*

Divisions.	Classics and ancient history.	English and English history.	Other modern languages and history.	Natural science.	Arithmetic and mathematics.	Geography.	Total number of boys.
Upper sixth classical... ..	a30	2½	French or German, 3½	3 hours; several of the more advanced classical scholars exempt.	6	Combined with history.	37
Modern sixth and upper fifth.	9	14	14	4	13	1	15
Upper remove.....	19	½	1½ to 2 French or German.	2	3	2	32
Modern lower fifth and modern upper remove.	11	10	14	3	14	2	18
Upper shell.....	13½	.....	2	1	3	1	31
Modern upper shell.....	6½	5	9½	2	5 to 6½	½ to 2	17

a To this must be added about 6 hours for composition.

Out of the eight largest endowments included in the inquiry of the Endowed School's Commission, two, the Manchester Grammar School and the Bedford Modern School, were selected by the Technical Commission of 1881 as types of the class of secondary schools that afford the best preparation for technical study.

The following weekly time-tables indicate the distribution of studies in these :

TABLE 95.—*Distribution of the hours of study at the Bedford Modern School and the Manchester Grammar School.*

School.	Classics and ancient history.	English and English history.	Other modern languages and history.	Natural science.	Arithmetic and mathematics.	Geog-raphy.	Relig-ion.	Total number of boys.
Bedford Modern School.....	Latin only 5 hours.	4	6 to 8	2 to 4 and 2 additional laboratory.	6 to 7	1 to 2	.....	495
Manchester Grammar School:								
Classical/side.....	9	3	2	2	5	1	.....	} 863
Modern side.....	None.	4	8	2	5	2	.....
Science side.....	a7	None.	a7	11	5	None.	.....

a Boys on the science side learn either classics or modern languages, but not both.

This time-table was taken from a return submitted to the House of Commons in March, 1885, in accordance with an order of the House, given in response to a request from Sir John Lubbock. In his speech delivered at Birmingham on the occasion of the unveiling of the statue of Sir Josiah Mason, Mr. Lubbock gave the following general analysis of the return :

"Two hundred and forty schools have sent returns, and it appears that in fifty-four of them, or over twenty per cent., no science whatever is taught; in fifty, one hour is devoted to it per week; in seventy-six, two hours or less than three; while out of the whole number only six devoted to it as many as six hours in the week. It is clear, therefore, in spite of all which has been said, very little progress has been made in this respect. Our schools are generally more industrious, but, remarkable as it may appear, Latin and Greek absorb more time than ever. In fact, in spite of all that has been said, our school system shows little improvement, and the distribution of hours is still that which has been condemned by a series of royal commissions, and which I believe hardly any one (not himself a classical master) could be found to approve."

In common with other earnest advocates of science, Mr. Lubbock attributes the unsatisfactory state of the study in the class of schools considered largely to the influence of the Oxford and Cambridge Schools Examination Board. He says:

"The Public School Commission provided in their regulations (which have the effect of an act of Parliament) that in all school examinations the proportion of marks to be assigned to natural science should be not less than one-tenth. But the Oxford and Cambridge board ignore this, contending that their examinations are not school examinations; and as a matter of fact out of the whole number of schools examined by them less than 200 boys passed in any branch of science.

"It is greatly to be desired that Oxford and Cambridge would require a knowledge of the elements of science from every candidate for a degree. Till this is done I fear that science will always be neglected in our public schools."

In the absence of any system of public inspection or examination for secondary schools particular interest attaches to the examinations maintained by the two great universities and by the College of Preceptors.

The Oxford and Cambridge Schools Examination Board examine such schools as have a regularly constituted governing body or prepare a fair proportion of their boys for the universities. It also grants certificates to boys under education at schools who are examined under its authority. Since 1882 the board has examined girls under the same regulations slightly modified. The examinations are held twice in the year, viz, in July and December.

From the report of the examination held in July, 1886, it appears that the total number of candidates for higher certificates was 864, of whom 488 were successful. For the lower certificates there were 425 candidates, of whom 240 were successful.

The College of Preceptors¹ instituted examinations of pupils of schools in 1854. From comparatively small beginnings the work has grown to large proportions and exercises a very marked influence upon a large class of secondary schools. According to the report of the dean of the college the number of candidates at the midsummer examination, 1886, was 5,182, of whom 3,004 were boys and 2,178 girls. The total number examined at that time and the Christmas preceding was 13,966, of

¹ At the meeting, July 21, the council reported that the new college building in Bloomsbury square and Southampton street was structurally completed. It was expected that the interior decorations and fittings would be proceeded with so rapidly that the building would be ready for occupation in November.

whom 77.6 per cent. passed. The very full reports of these examinations, which, in general, include not only the prospectus and statistics, but an analysis of results, indicate quite clearly the aims and operations of a large part of schools of intermediate class in England. During the year the college has been engaged in revising its scheme of examinations. The main point of discussion was whether girls should contend for a first-class certificate on the same conditions as boys. At a meeting of the council held November 17, 1886, it was determined to put the two sexes on the same footing, with a single reservation conceded to the minority. Under this reservation girls may substitute an English subject for algebra or for Euclid.

CAPITAL PROVISIONS OF THE NEW LAW RELATIVE TO THE ORGANIZATION OF PRIMARY INSTRUCTION IN FRANCE.

While this report has been in progress intelligence has been received from time to time concerning the debate in the French Chambers over the new law relative to the organization of primary instruction in France. The law received the signature of President Grévy, October 30, 1886. As the full text reached this Office while this matter was passing through the press the principal provisions of the law are here noticed. These provisions relate to the laïcisation,¹ the qualification, and the nomination of the teaching force. In addition the law determines the administration of the system of primary instruction and fixes the essential conditions of public and of private instruction.

According to article 1 the schools to be classed as primary are as follows :

1. Maternal schools and infant classes.
2. Elementary primary schools.
3. Superior primary schools, and the classes for superior primary instruction, annexed to the elementary schools, and called "complimentary courses."
4. Apprenticeship manual schools as defined by the law of December 11, 1880.

Not only are these various establishments classified together for the first time, but it is further provided that the Superior Council of Public Instruction shall determine the division of the subjects of instruction among them and admission and leaving conditions for each. The progress made in respect to the employment of women as teachers is indicated by provisions of article 6. According to this the conduct and instruction of boys' schools is confided to men, but women are to have charge of schools for girls, of maternal schools, of infant schools, and of mixed schools. Heretofore the last named have been in charge of men, excepting under special circumstances. Moreover, women may be employed as assistants in the schools for boys, provided they sustain the relation of wife, sister, or parent to the director of the school. The Departmental Council, provisionally, and by a decision always revocable, may permit a master to direct a mixed school, under the condition that he shall have, as an assistant, a mistress of needlework.

By article 9 provision is made for the medical inspection of the schools by authorized departmental or communal medical inspectors. Furthermore, the difficulties which have arisen from the complicated nature of the inspection hitherto authorized in schools for girls having day and boarding departments are overcome by the precise and simple provision of the new law, which declares that all the classes for young women in primary, boarding, or day schools, public or private, conducted either by lay teachers or by religious associations, cloistral or not cloistral, are subject, so far as regards inspection and the supervision of instruction, to authorities established by the law.

In all the boarding schools for young girls, kept either by lay teachers or by religious bodies, cloistral or not cloistral, the inspection of the premises, destined for the boarders, and of the internal affairs of the boarding house, is intrusted to women appointed by the Minister of Public Instruction.

To the obligations already imposed upon the communes with respect to providing school buildings, &c., the law adds that of heating and lighting the class-rooms.

Article 18, rendered famous by the intense excitement which it caused during the debate, is as follows :

"No new nominations, either of instructors or of instructresses belonging to any religious order, shall be made in the departments where a normal school for men or for women has been in operation four years, in conformity with article 1 of the law of August 9, 1879."

In boys' schools the substitution of lay teachers for those belonging to religious fraternities shall be complete in five years from the promulgation of the present law. Second only in importance to the foregoing article, which has given to the law its peculiar character, are the provisions regulating the qualifications of teachers and the modes of their appointment. Henceforth no one can be admitted to the full position of teacher (*instituteur titulaire*) if he has not served at least two years in a public or private school, if he is not provided with the certificate of pedagogic quali-

¹ The state schools were secularized by the law of March 28, 1882. The present law is intended to exclude members of religious orders from the teaching force of state schools.

fication (certificat d'aptitude pédagogique), and if his name is not borne upon the list of persons admissible to the function of teacher drawn up by the Departmental Council.

The time passed in a normal school counts in the term of required probation for male students above 18 years of age and for female students above 17 years. Exemption from the probation may be accorded by the minister with the advice of the Departmental Council.

It should be observed that heretofore the possession of the elementary certificate (brevet élémentaire) entitled a person to be nominated as teacher. Henceforth this suffices only for probationers, the certificate of pedagogic qualification having been made obligatory for full recognition as a teacher.

The hope expressed in many quarters that the nomination of teachers might be intrusted to the superior officers of education has been disappointed, the new law leaving the appointment in the hands of the prefects. Some advance has, however, been made in the restriction placed upon the authority of the prefects in respect to this matter.

Probationers receive their appointment directly from the academic inspectors. Directors, directresses, and professors of superior primary schools are appointed by the Minister of Public Instruction. They must be furnished with the certificate of qualification for a normal-school professorship. Moreover, although the appointment of primary-school teachers still rests with the prefect, this officer makes the appointment upon the proposition of the academic inspector and subject to the authority of the Minister of Public Instruction.

The law further provides that the chance removal of a teacher from one commune to another for the necessities of the service shall be ordered by the prefect only upon the proposition of the academic inspector. This provision protects the teacher from removal for purely political or personal reasons.

As regards the penalties and discipline to which the teacher is subject, the new law introduces few changes excepting that the teachers' rights are more carefully guarded, privilege of appeal to a superior authority being accorded him in every case.

EDUCATIONAL PROGRESS IN THE ARGENTINE REPUBLIC.

The effect of the new school law of July 8, 1884,¹ with slight modifications at date of June 28, 1885, is already quite marked.

The placing of the permanent school inspection in the hands of normal professors and the readjustment of the duties of district committees are both working towards progress in school matters. The effect is already being felt in a sort of rivalry between the teachers of the different districts, the aim being to keep the schools up to a certain standard.

Of the 4,736 teachers in the Republic not more than one-half hold either certificate or diploma, and many of them are very poorly prepared for the service.

The best teachers are found in the cities, while the need of a better class of instructors in the provincial schools is greatly felt. By bringing in teachers from other countries (especially from the United States) to aid in the work of the normal schools, by erecting fine edifices, and by supplying school apparatus, the nation is making every effort to prepare a better class of educators, and thus increase the educational advantages. Even the school inspectors are instructed by the National Council of Education to see that no good teacher is without a school. A strenuous effort is being made to prevent the better class of teachers from flocking to the capital, as many are desirous of doing, even at lower salaries, since they are particularly needed in the country schools.

While the lack in school attendance is deplored, yet a marked improvement is noticeable since 1869. Of the school population at that date, only 19.81 to the hundred received instruction. In 1885 the number was 33.43 to the hundred, and with the efforts now being made it is affirmed that the next decade will find 70 per cent. of the children in attendance at the public and private schools.

(Informe sobre el estado de la educacion comun, &c., durante el año 1885, pp. xxvii. lvii, xvii, xviii, lxxviii, xii, &c.)

¹ A digest of this law was given in the Report of the Commissioner of Education for 1883-'84.

APPENDIX XI.

PAPERS ON EDUCATIONAL SUBJECTS.

- I.—THE PROMOTION OF HIGHER POLITICAL EDUCATION.
- II.—UNIVERSITY EXTENSION IN ENGLAND.
- III.—SCHOOLS IN ALASKA.

THE PROMOTION OF HIGHER POLITICAL EDUCATION.¹

BY HERBERT B. ADAMS,

Ph. D. Heidelberg, Associate Professor of History in the Johns Hopkins University.

The time for a national university in Washington is either past or not yet come. Such an institution is not desirable in the present state of national politics and civic administration, nor is it needed by the country with its present supply of universities, already pervaded not only by a State spirit but by a growing national, if not a truly cosmopolitan idea. What is needed, however, in all our States and in the nation's capital is the promotion of the higher political education in practical ways.

The representative or merit system in academic training should be made to connect not only, on the one hand, with the people, but, on the other, with practical politics and the civil service. Universities which recognize meritorious sons of the people or the principle of student election from legislative districts should themselves be recognized by representatives of the people as at least one influential factor in shaping civil-service examinations, and also as a proper source of supply whenever special scientific service is required. Such service has been frequently sought from the Johns Hopkins University by the city of Baltimore, by the State of Maryland, and by the United States Government; but the principle should be fostered throughout the whole country in connection with the State universities, and it should be extended to the improvement of the civil service, methods of taxation, schools, boards of education, State examinations, &c.

Universities should encourage their own graduates to enter the civil-service examinations of the higher grades in their respective States. Practical experience in a Government office for two or three years would afford the best kind of post-graduate course, especially if the State capitol and the State university should happen to be in the same city, so that further academic study might go hand in hand with practical work in an official bureau. Such an experience, as a subordinate under strict discipline, would prove a far better training for good and useful citizenship than does autocratic teaching in a country high school. The writer knows of several Baltimore students who have entered the Patent Office at Washington, one a Hopkins Ph. D., who received from the civil service board the highest mark on competitive examination. He is now pursuing law studies, in connection with his Government work, with a view to becoming a patent lawyer. If one can understand how such practical training will prove helpful professionally to this young man it will be readily seen that similar experience in other branches of the public service may not be without a wholesome influence upon sensible students.

There are to-day scores of young men employed in Government offices in Washington, many of them college graduates, who are also pursuing law studies in evening classes in some one of the three flourishing law schools in that city, viz, (1) Columbian University (Baptist);² (2) Georgetown College (Roman Catholic); and (3) the so-called National University. Soon there will be a richly endowed Roman Catholic university in the nation's capital, and doubtless that institution will also take an important share in the legal or special training of some of the nation's public servants. Men of sound sense in Government employ will seek such opportunities more and more, on the one hand as a means of preparing for higher professional work, and, on the other, in the hope of improving their chances for promotion or influence in the public service.

The Government is compelled to patronize institutions of learning from self-interest, for the reputation of its departments and its scientific bureaus, some of which are constantly turning to colleges and universities for special work. The War and Navy

¹ During the current year this Office published a circular of information by Prof. Herbert B. Adams, of the Johns Hopkins University, upon William and Mary College, the writing of which led him to investigate the origin and growth of the higher education in the South and its significance to the country. Among the ideas which this study suggested to him was the possibility of reviving, on a larger scale, in the city of Washington and throughout the whole country that higher political education which was once so well represented at Williamsburgh in a political environment. The accompanying remarks of Professor Adams on this subject are taken from the circular referred to.

² The writer is informed by President James C. Welling, of the Columbian University, that of the 190 students in the law school of that institution about 40 per cent. are in Government service; of the 100 medical students, 45 per cent.; of the 80 scientific students, 50 per cent. From Georgetown College and the "National University" the writer has not succeeded in obtaining returns, but in the opinion of good judges of the Washington situation, from 40 to 50 per cent. of the student class in these three professional schools are Government employes. There is a decided demand for special education on the part of our existing civil service. The tendency should be encouraged in every legitimate way.

Departments have detailed no less than ten men for further scientific training, or for the conduct of necessary Government investigations at the Johns Hopkins University. Various members of the university staff have been employed upon special commissions in the interest of the Geological and Coast Surveys, Bureau of Education, &c. This comity between science and the Government ought not only to continue, but to be promoted, especially with reference to political science.

IDEA OF A CIVIL ACADEMY IN WASHINGTON.

While the National Government will continue to seek special service wherever it can best be found, and while its public servants will continue to seek special training wherever they prefer, it is not inexpedient to suggest that the Government might easily secure for the civil service what West Point and Annapolis have so long provided for the Army and Navy, viz, well-trained men for administrative positions requiring expert service. There is in these times as great need of special knowledge in civil science as in military or naval science. A civil academy for the training of representative American youth would be as great a boon to the American people as the Military and Naval Academies have already proved.

The West Point and Annapolis idea of educating representative young men from political districts is already abroad in nearly every State in the American Union. A combination of this idea with the merit system in appointment is frequently made by Congressmen in the institution of a competitive examination to discover whom they shall appoint as cadets. The joint system has long been established in the State of New York, the centre of political gravity in these United States. The system should be taken up by the present administration, which sprang from New York and which represents the New York idea in administrative reform. The West Point plan of taking student appointees from Congressional districts, and the Cornell University plan of student appointment for merit, should be transplanted together to the city of Washington. From each of the three hundred and twenty-five Congressional districts there should be appointed by the respective Congressmen, upon competitive examination held by the State or leading university, or by some other impartial examining board, one student of the grade of bachelor of arts, to enjoy Government tuition in Washington for two years at a civil academy, as hereafter described, with an allowance of \$600 a year for necessary expenses, as is now done for cadets at West Point and Annapolis. As at these two Government academies, so in the civil academy, if properly constituted, undoubtedly a large proportion of the appointees would be "found deficient;" many would resign for professional reasons or from dissatisfaction with the civil service, but a choice remnant would surely be saved to the state; the fittest would survive. Even if all returned to their own homes after two years' public training the cause of good citizenship would be greatly promoted.

These student appointees, or Government "fellows,"¹ should not be required to herd in barracks or dormitories, but allowed to live like frugal citizens in Washington. They should not be under martial law or even scholastic discipline of the juvenile sort. They should be treated as responsible men under contract, as Government employes, with special or assigned duties, under the general direction of an educational commission, appointed by the President for the specific purpose of managing the civil academy or Government college, which would require no very elaborate or costly equipment. A few lecture-rooms and a working library would suffice. The students should be instructed in physical, historical, and economic geography; in political, constitutional, and diplomatic history; in the modern languages; and in all branches of political science, including political economy, statistics, forestry, administration, international law, comparative methods of legislation, and comparative politics. Instruction should be given in class sections (as at West Point) and in public lectures by Government experts and university specialists, who might be engaged from time to time from different institutions for such services. The best talent of this country and of any other, whether university men or professional politicians, could be commanded for such occasional work.

In addition, the students should be distributed through the various Government departments, at first in very subordinate and not too exacting positions, where they should be held accountable daily for a moderate amount of routine work or for certain practical tasks. Upon the daily record of such work and upon the results of occasional examinations, set by authority of the educational commission in specified fields, should depend the tenure of office as Government students and the promotion to more advanced privileges of practical work, such as special investigations in the interest of branches of the administration. As a reward of merit, certain picked men might be detailed for special graduate work in different American universities or even in European universities, at the *École Libre* in Paris or, possibly, in the Statistical Bureau at Berlin, both of which institutions are practical training schools in the art

¹ For the fellowship and scholarship system in American colleges, see annual report of Cornell University, 1883, pp. 63-65. For a complete survey of the subject of fellowships in England, Scotland, Ireland, Canada, and the United States, see proceedings of the Royal Society of Canada, Appendix for 1885, "Report on Fellowships."

of administration. Men thus educated would prove of great service to the Bureau of Labor or to the Bureau of Statistics. They would be capable of doing much of the special work now required in the taking or elaboration of the United States census. At present special economic or statistical work is sometimes done by men selected upon political recommendation and not always thoroughly fitted for the task required.

That this idea is in the air of Washington and is not deemed impracticable by practical politicians is seen in the recent remark of Mr. Trenholm, Comptroller of the Currency, who is reported to have said: "It is my intention to take young men from various parts of the country and give them a preliminary training in this office; fit them for bank examiners, and then appoint them. By this arrangement I think I will be able to have in these positions men who have excellent qualifications for their duties, and thus make a most efficient force of bank examiners. Besides it will be the best kind of civil-service reform."¹

The system might be applied also to the training of picked young men for the consular, diplomatic, and other branches of the public service which require special knowledge. European governments foster their civil and diplomatic services by systematic training in connection with government offices and schools of administration. The practice is already beginning to evolve in connection with the State Department and the training of consular clerks.² It might easily be extended in connection with other departments and the various scientific bureaus.

The Government commission for the civil-service academy or Government college should not be appointed in the interest of party, but of scientific politics and good administration. It should be as trustworthy as the three commissioners for the government of the District of Columbia, and it should work in perfect harmony with the administrative offices of the Government.

The necessary elements for the beginning of a civil academy are, for the most part, already existing in the city of Washington, and only need to be properly co-ordinated. The practical appliances for a unique American experiment in the promotion of political education of the highest sort for the sons of American citizens are already at hand in the Government offices and various scientific bureaus. Foundations for the institutional or scholastic side of the proposed civil academy also exist in Washington. It is, perhaps, not generally known that the federal city already contains one of the very best systems of public education in these United States. The high school of Washington is already a virtual seminary of history and political science. These subjects form a special department of instruction, employing one teacher and three assistants. The entire faculty is so thoroughly specialized in the teaching of natural science, mathematics, languages, &c., that in almost any other city, save Washington, this high school would be called a college. The institution, like the entire school system of the federal city, has been under the sovereign control of Congress, and is largely supported by Government appropriations. It is high time that this excellent system of public education should be carried one step higher, for *Washington is not as other cities*. The existing high school should be developed into a free Government college, supported by Congress, governed by the proposed commission, and supplying such further scholastic training in the arts and sciences as members of the existing civil service or future appointees to the civil academy might require. Upon these scholastic or purely academic foundations should be superimposed a system of lectures by Government experts and university specialists, as already described.

Suggestive information respecting European methods of promoting political education for Governmental purposes may be found in the report of the Paris Exposition of 1878. That portion of the commissioners' report relating to the subject of political education was written by Hon. Andrew D. White, and contains a most instructive résumé of what has been done in this regard in every great modern state. A part of this report was given as a public address on "Education in political science," by President White before the Johns Hopkins University, on its third anniversary, February 22, 1879. The address was published in pamphlet form in Baltimore, but the original detailed report is more serviceable for the purpose here suggested.

¹ "The Civil-Service Commission and the Heads of Bureaus." *Baltimore American*, January 16, 1887.

² The consular-clerk system was inaugurated by act of Congress approved June 20, 1864 (see 15 Statutes at Large, page 139; Revised Statutes, sections 1704 and 1705). Consular clerks, not exceeding thirteen in number at any one time, are appointed by the President. They are assigned to such consulates as the President shall direct. At present they are assigned to the consulates at Havana, Paris, Rome, Kanagawa, Bordeaux, Turin, Liverpool, Berlin, London, Cairo, Chemnitz, and Honolulu. Before appointment it must be satisfactorily shown to the Secretary of State, after examination and report by an examining board, that the applicant is qualified for the duties to which he may be assigned. A consular clerk cannot be removed, except by cause stated in writing, which must be submitted to Congress at the session first following such removal. *Consular clerks hold office during good behavior. They usually receive instruction at the Department of State before going to their posts. The idea underlying this system is that of training young men for consular positions of the higher grade.* One consular clerk, not now in the service, was promoted to a consulship; many of them have been made vice-consuls, and some of the present incumbents fill the vice-consular office in addition to the consular clerkship.

Another interesting and valuable report is that on the "Training by universities of the public servants of the state," published in the proceedings of the Educational Conference¹ held in London in 1884. The *École Libre des Sciences Politiques*, to which reference is made in this report, is a model civil academy, devoted to the preparation of young men for the service of the French Republic. Instruction in the art of administration, in finance, diplomacy, public law, and history is given by government officials, senators, retired ministers, professors, and men of the highest repute as practical economists and politicians. So excellent is the work of this French school that the University of Virginia and the School of Political Science, Columbia College, have sent thither graduate students for the study of administration and political science. Two graduates from the Johns Hopkins University are proposing to spend the coming year in the same civil academy. If this country fails to provide the proper means for teaching what is most needed in America our young Americans will find means abroad, and, when they return, they will be likely to institute suggestive comparisons for the information of their countrymen. There is crying need of schools of administration in this country. Dorman B. Eaton, the recent head of the Civil-Service Commission, said to the graduate students in Baltimore that he did not know of a single place in the whole country where men could study what the country wants to know about methods of administration. The case is not quite so grievous as that, for a beginning has already been made in this kind of work in Columbia College, in the University of Pennsylvania, in Baltimore, and perhaps elsewhere.

A third source of light and information is Dr. Engel's descriptive pamphlet on the Seminary of the Prussian Statistical Bureau, published in German, Berlin, 1864. This institution is a training school for university graduates of the highest ability in the art of administration, and in the conduct of statistical and other economic inquiries that are of interest and importance to the government. The practical work is done in connection with government offices, among which advanced students are distributed with specific tasks. Systematic instruction is given by lectures, and by the seminary or laboratory method, under a general director. Government officials and university professors are engaged to give regular courses to these advanced students. It is considered one of the greatest student honors in Berlin for a university graduate to be admitted to the Statistical Seminary. It is easier for foreigners to secure this privilege than for Germans. One graduate of the Johns Hopkins University (a doctor of philosophy) has enjoyed instruction in that Prussian laboratory of political science. If one would see what good work comes forth from that Berlin civil academy he should examine the catalogue of the periodicals and other publications which have been issued by the Statistical Bureau² and commission his Berlin bookseller to send him a few specimen monographs. Through this bureau the University of Berlin and the Prussian administration are brought into closest *rapproch*. The work of taking the census of Prussian population and resources is intrusted to educated men, trained to scientific accuracy by long discipline and practical experience. The work of the Prussian census in 1875 was so well arranged that all the results were delivered at noon on the day promised, and the entire cost was kept within the original estimate.

CENTENARY OF THE INAUGURATION OF THE CONSTITUTION, 1889.

In December, 1886, there met in the city of Philadelphia delegates from the various States and Territories to devise plans for the celebration, September 17, 1887, of the centenary of the signing of our present national Constitution. Among the measures proposed and agreed upon by the conference was "the creation of a suitable memorial in the city of Philadelphia commemorative of the signing and adoption of the Constitution."³

On January 10, 1887, a select committee of the Senate reported the following resolutions; which were considered by unanimous consent, and agreed to:

"Resolved, That it is expedient that order be taken by Congress for the due celebration at the city of Washington, on or about the 30th of April, 1889, of the centennial of the inauguration of the Constitution of the United States.

"Resolved further, That the Select Committee on the Centennial of the Constitution and the Discovery of America be directed to consider and propose the best mode of carrying out the foregoing resolution."

Undoubtedly the idea of a permanent memorial of the Constitution in the city of Washington will find its way into Congress through the influence of the Select Committee on the Centennial. Whatever shape the celebration may take, there will naturally be a desire to establish some centennial landmark. The times are therefore ripe for suggestion.

¹ International Conference on Education, Vol. III, p. 191. London: William Clowes and Sons. 1884.

² For a more detailed account of the Prussian Statistical Seminary, see the Johns Hopkins University Studies, Vol. II, 79-81. For the catalogue of the publications of the Statistical Bureau, address Verlag des Königlichen Statistischen Bureaus, Berlin, S. W., Lindenstrasse, 28.

³ Proceedings of the Constitutional Centennial Commission, held December 2-3, 1886, at Philadelphia, p. 17.

⁴ Congressional Record, January 11, 1887, p. 510.

It will be remembered by every student of American constitutional history that, when the original convention of State delegates met in the city of Philadelphia in 1787, various plans were suggested for the reformation of that defective system of government under which the United States had suffered since the first institution of the Articles of Confederation in 1777. Among the plans was one suggested by Governor Randolph, representing the Virginia delegation of seven men. He proposed, in a series of resolutions, the great idea "that a national government ought to be established, consisting of a supreme legislative, executive, and judiciary." The Virginia proposition, in the process of debate, evolved into the present Constitution of the United States. Randolph's resolutions were known as the "Virginia plan."

There could hardly be a more appropriate mode of creating a perpetual memorial of our Federal Constitution than by nationalizing at Washington, and everywhere promoting throughout the individual States that system of education in good citizenship which made the Virginia plan a possibility, which trained up such public men as George Washington, Edmund Randolph, John Blair, George Mason, Professor George Wythe, Professor James McClurg, and James Madison, the seven members of the Virginia delegation, of whom at least six were in some way, as alumnus, professor, or overseer, connected with the old College of William and Mary, that school of Jefferson and of American statesmen. A permanent memorial of our Federal Constitution should *revive and perpetuate the higher education in history and politics*, which was well represented by the Fathers of the Republic, notably by James Madison¹ and George Washington in their historical study of federal government, from the time of the Grecian Leagues down to the Swiss Cantons, the United Netherlands, and the old German Confederation. Equally remarkable evidence of the fact that our Constitution was founded and maintained by the aid of political science and of historical politics is seen in the *Federalist* and in John Adams's *Defence of the Constitution*. If we would commemorate the patriotic work of the framers of our Constitution, we should *promote in every possible way throughout this country, and at the nation's capital, that political wisdom upon which the Union was established*.

Institutions of learning are, after all, nobler monuments to great men and great events than are obelisks or statues of marble. The national endowment or permanent support of the higher political education "within the limits of the District of Columbia, under the auspices of the General Government," would realize the highest ideal of the Father of his Country. This ideal was Washington's last will and testament to the American people.

¹Madison's *Notes on Ancient and Modern Confederacies*, preparatory to the Federal Convention of 1787 (see his *Writings*, i, 293-315), afford very conclusive evidence as to the historical and political studies which were cultivated by the authors of the "Virginia plan." Washington copied out Madison's *Notes* in the most painstaking manner for his own practical guidance (see the *Writings of Washington*, edited by Jared Sparks, vol. ix, pp. 521-523). Mr. Sparks says in a foot note: "I can give no other account of the manuscript than that it exists among his papers. It could hardly have been drawn up originally by him, as several works are cited which were written in languages that he did not understand." Comparison shows that the original work was Madison's. James Madison was a graduate of Princeton, but he became one of the visitors of William and Mar.

UNIVERSITY EXTENSION IN ENGLAND.

BY HERBERT B. ADAMS,

Ph. D. Heidelberg, Associate Professor of History in the Johns Hopkins University.

There is a remarkable movement in England towards the higher education of the people. Education, like government, is broadening its foundations. Common schools have long been recognized as pillars of free government; but the extension of higher education by the upper classes to the masses is a striking phenomenon in aristocratic England. It is like the extension of the franchise. The old-time exclusiveness of English universities is breaking down. From classic shades, from quadrangles shut in by ivy-mantled walls, vigorous young Englishmen have sallied forth to meet the world, manfully recognizing its need of higher education, and carrying the banners of science into the great towns and into the manufacturing and mining districts of England. This novel movement is called university extension. It has been in progress for more than ten years, and there is now no question as to its popularity or success. The university at Cambridge has supplied lecturers for six hundred extension courses, which have reached sixty thousand hearers, more than one-half of whom have shown themselves earnest students by attending class exercises in addition to the lectures. Not only Cambridge, but the University of Oxford, Owen's College, and the local colleges at Liverpool, Leeds, Birmingham, Bristol, Sheffield, Nottingham, Cardiff, and Bangor are all engaged in this democratic educational mission. The idea is taking hold of conservative Scotland, and it has already been put in practice by the universities of Australia. Sooner or later we shall see the movement sweeping America.

To a practical mind the most interesting feature of this university extension is its economic character. It is not altogether a missionary undertaking or an educational crusade. It has its business side. It is primarily a case of demand and supply. Representatives of labor and capital in England have awakened to the fact that universities are in the possession of a useful commodity called higher education. Men begin to realize that a good knowledge of English history, political economy, social science, literature, and the arts makes for the general improvement of society and the development of a better state of feeling among its members. The demand is not for common schools. These exist already. The cry is "Higher education!" for adult voters and persons past the school age too busily engaged, perhaps, in other pursuits to permit of much continuous study, and yet able to give some of their time to intellectual improvement. Grasping the situation and its possibilities, public-spirited individuals have formed educational societies or associations in towns and parishes. They have affiliated with existing local institutions of an educational or social character, such as local colleges, institutes, literary and philosophical societies, church institutes, mechanics' institutes, night schools, &c. They have appointed active secretaries, with subcommittees, representing the ladies, young people (to sell tickets), teachers, artisans. Without sectarian or political entanglements, they have united the best forces of the community, with the mayor or some public man at the head. They have taken subscription shares of \$5—some persons taking several shares, others clubbing together for one share, but all having representation in the society. Upon such a sound economic basis these educational associations have made their demands upon the universities for local instruction by lectures in systematic courses, costing from three to five shillings for a course-ticket.

The universities meet this demand by a supply of well-trained, enthusiastic young lecturers, who, for a reasonable compensation, are willing to give public courses in the towns and districts of England. Lord Bacon long ago said, "Learning for man's self is in many branches thereof a depraved thing." The university men of Cambridge in their turn said, "Culture must not be permitted to be selfish." The new political economy, which has struck deep root in the English universities, asserts the same of all capital and of all labor. Individualism the world needs, but selfishness is odious. The Cambridge men go out from their comfortable cloisters to lecture to the people for a variety of individual considerations—good-will, ambition for distinction, public spirit, scientific propaganda, and a fee of \$225 for a weekly course of twelve lectures. They agree also to conduct a class each week for review or discussion of the previous lecture, and to correct voluntary exercises written at the student's own home upon set questions, requiring private reading. This involves

laborious, painstaking work on the part of both instructor and student. The university appoints an examiner upon the term's work as marked out in the lecturer's printed syllabus of topics, which, by reason of its careful analysis, saves much labor in note-taking. The examination fee is \$10. Two sorts of certificates are given—"pass" and "with distinction." There is no further gradation of rank, unless the local authorities offer prizes.

A term's work of twelve lectures and twelve class exercises is the unit of the university-extension system. It costs altogether about \$325 including the lecturer's fee, advertising, and other incidentals. Enterprising towns quickly multiply their courses until they have a regular curriculum extending through three years in various groups, such as (1) literature and history; (2) natural science; (3) the fine arts. The courses in English history and political economy are very attractive. Persons who follow a three years' course in one of the above groups, embracing six courses of twelve weeks, and two courses in one other group besides the chosen specialty, are allowed to be enrolled as "students affiliated to the university," provided they will pass an examination in the elements of the higher mathematics, in Latin, and in one other foreign language. Such persons may count their three years of university-extension study as the equivalent of one year's residence at the university, and may complete there the course for the bachelor's degree in two years. Thus, without lowering academic standards, English universities are extending their privileges to the English people. This liberal policy has led to the establishment of student associations throughout England, and to the most hearty support of the higher education and of educational institutions by the workingmen. The English universities are doing more than any other one force in England towards breaking down the antagonism between the rich and the poor. Arnold Toynbee, a martyr to his cause, and other Oxford graduates have carried this new gospel into the heart of East London, where Toynbee Hall, with its lecture-courses, class-rooms, and industrial training, was the forerunner of the People's Palace, recently opened by the Queen of England. A society for the extension of university training has been formed in London, and is associated with the universities of London, Oxford, and Cambridge. Besides Toynbee Hall, at Whitechapel, East London, it has thirty or more local centres of educational operations in and about London. Each centre has its own secretary, organization, and economy. If the local subscriptions and local sale of tickets are not adequate to meet expenses the central society aids largely in meeting the deficit.

University extension in England will continue its noble work with increasing energy and success. Its advantages are too great to be abandoned. First, it is revolutionizing popular lectures. Instead of the old system of lyceum courses, which was nothing but a cheap variety-show for an evening's entertainment, there is now continuity of interest and specialization upon a particular subject until the audience really knows something about it. Second, university extension brings the higher education into provincial towns without the necessity of endowing colleges or multiplying universities. For a few hundred dollars each year every town and district union in England can have the university system at its very doors. Third, this system strengthens all local appliances for education, whether schools, colleges, institutes, libraries, museums, art galleries, or literary societies. It combines with everything and interferes with nothing.

SCHOOLS IN ALASKA.

The following report of the general agent of education in Alaska is inserted as a part of this report, in order that the latest information about this interesting subject may be promptly communicated to the friends of education :

GENERAL AGENT OF EDUCATION IN ALASKA,
Sitka, Alaska, May 2, 1887.

Hon. N. H. R. DAWSON,
United States Commissioner of Education.

SIR: The work of education in Alaska for 1836-'37 was greatly hindered by the delay of Congress in making the appropriation. Until it was definitely known how much would be appropriated for education no plan of work could be arranged. Until the appropriation was actually made the Office was left in doubt whether it would be able to enlarge the work, or merely continue existing schools, or disband them.

The appropriation was not made until August, 1886. In the mean time the trading vessels that sail from San Francisco to Behring's Sea in the spring and return in the fall had all sailed, and with them the only regular opportunity of sending teachers and school supplies to Western Alaska. To wait until the following spring would involve the delay of another year in establishing the schools. Under the circumstances there was no alternative but to charter a vessel for the work of the Bureau. This, in addition to meeting a necessity, enabled the Commissioner to secure reliable information concerning the educational needs of the principal centres of population among the civilized Russians, Alents, and Eskimo of Southern and Southwestern Alaska.

With the commencement of the public agitation, which resulted in securing schools for Alaska, the Commissioner had sought diligently for reliable and explicit information concerning that unknown region. When, in 1885, the responsibility of establishing schools in that section was placed upon him he more than ever felt the need of the information that was necessary for intelligent action in the school work. An application was then made to the honorable the Secretary of the Navy, and he issued instructions to the commanding officer of the United States steamship *Pinta*, then in Alaskan waters, to take the general agent of education in Alaska on a tour of inspection along the coast. A combination of circumstances prevented the ship from making the trip.

The necessity which arose in the fall of 1886 of sending the teachers furnished the long-desired opportunity of securing the needed information.

The schooner *Leo*, of Sitka, was chartered, because the terms were lowest, and because the vessel had auxiliary steam-power, which enabled it to get in and out of harbors and through the narrow channels between the islands, where, without this auxiliary power, we would have been delayed weeks.

The cruise proved a stormy one, consuming 104 days. Passing through the equinoctial storms, we encountered the early winter gales of that high latitude. We lost two sails, were stranded on a reef of rocks, nearly lost a sailor overboard, while repeatedly great seas washed completely over us.

Laying our course for Atkha, one of the Aleutian group of islands, the storms finally landed us, September 21, at Kadiak, 900 miles to the eastward of our destination. Kadiak Island is the western limit of forests along the southern coast of Alaska. It is also near the eastern limit of the Inuit, or civilized Eskimo population.

The first European or Russian settlement on this island was made by Gregory Shelikoff in 1784; and soon after a school (the first in Alaska) was organized for the children of the Russians. Also the first church building in Alaska was erected on this island. For a long time it was the Russian capital and the chief seat of their operations in America. A tombstone in the Russian cemetery bears the date 1791.

The village has a pleasant look, and consists of 43 log houses, 23 rough-board houses, and 12 painted ones. It has a Russian creole population of 303, of whom 143 are children. There are 20 white men in the settlement. The Russian school has been extinct for more than a quarter of a century, and for years the people had been looking for another. It was a great satisfaction to be permitted to give them a good school. Prof. W. E. Roscoe, an experienced teacher from California, with his wife and baby, was stationed at this place, and received from the people a very warm welcome. He had been landed but a few hours when a delegation of adults waited upon him and asked that a night school for instruction in English might be established for the married people.

Mr. Benjamin McIntyre, the efficient general agent of the Alaska Commercial Company, furnished a school-room free of rent and in many ways gave important help to the teacher. Valuable assistance was also received from Mr. Ivan Petroff, deputy collector of customs.

Opposite Kadiak is Wood Island, with 50 bright children. The patriarch of the village gathered them into a room and then made a touching appeal for a school. It was with a heavy heart that I said to them, as subsequently I was compelled to say to many others, "I would be glad to give you a school, but I cannot." The meagre appropriation by Congress of \$15,000 for the education of the ten or twelve thousand children of Alaska necessarily deprives the majority of them of any school.

To the north of Wood Island is Spruce Island, where a Russian monk, at his own expense, kept up a school for thirty consecutive years. He died, and his school was discontinued. To their entreaties for a school we had to turn a deaf ear. They are a well-to-do people, with humble but pleasant homes. They have a number of cows, make butter and cheese, and raise potatoes. The men are mostly hunters of the seatter.

Still further north is Afognak Island, with 146 school children. A school was established among them, with Prof. James A. Wirth in charge. While superintending the unloading of the school supplies through the breakers we were invited by one of the villagers to a lunch of rice, fried chicken, potatoes, eggs, bread, and sweet, fresh butter, cakes, home-made preserves, and Russian tea served in glass tumblers.

From Afognak we visited Karluk, with its 118 children; Akhiok, 48; Ayakhabalik, 72; and Kagniak, 45. All of these groups of bright-eyed, rosy-cheeked, and healthy children had to be refused schools for want of funds. At some of these villages the ladies of our party were the first white women ever seen.

From the Kadiak group of islands nine days' battling with the waves brought us to Unalashka, in Behring Sea. This is the commercial port of Western Alaska, and contains a population of 340, 132 of whom are minors under twenty-one years of age.

Mr. S. Mack, agent of the Alaska Commercial Company, Dr. Call, the company physician, Collector Barry, and Commissioner Johnston did all in their power to make our visit pleasant. At this village a school of 24 pupils was in operation under the control of the Russian-Greek Church. The teacher, Tsikoores, was born in Greece and partly educated in San Francisco.

The Greek Church has during the year 16 general holidays and 200 minor ones, which are celebrated more or less by the Alaska churches. One of the holidays observed while we were at Unalashka was in commemoration of the Virgin Mary appearing to the Greek army one thousand years ago and leading them to victory.

American citizens who have never heard a prayer for the President of the United States, or of the Fourth of July, or the name of the capital of the nation are taught to pray for the Emperor of Russia, celebrate his birthday, and commemorate the victories of ancient Greece. Upon one occasion, trying to inform them that we had come from the seat of Government at Washington to open the way for the establishment of schools, we found that the only American city they had ever heard of was San Francisco. After laboring with them one man was found who had somehow heard of Chicago. Boston, New York, Philadelphia, and Washington were unknown regions.

In the mountains back of Unalashka a volcano was in active eruption.

From Unalashka we sailed to Unga, the centre of the cod fisheries of the North Pacific. Unga has 174 children. At this point we left Mr. and Mrs. John H. Carr to establish a school. On this trip a complete census was taken of the population from Kadiak, westward, to Attu, and in a total population of 3,840 I numbered 1,649 children. These are children of a civilized people who, by the terms of article 3 of the treaty of 1867, between Russia and the United States, are declared to be citizens, and are guaranteed all the "rights, advantages, and immunities of citizens of the United States;" and yet, after nineteen years of total neglect, the United States Government only gives them three teachers.

YUKON VALLEY.

On June 29, 1886, Rev. Octavius Parker, who had been appointed teacher for the Yukon Valley, with his family, reached St. Michael, Alaska.

The original contract between the Commissioner of Education and the Protestant Episcopal Board of Missions called for the establishment and maintenance of a good school in the Yukon Valley.

On account of the difficulty of perfecting arrangements and transporting supplies in time the secretary of the mission society requested permission for the teacher to locate the first year at St. Michael, on the seaboard. In order to secure a commencement of school work in that distant section the Commissioner consented to the change, although it was known that there were but few children at the place.

This past winter the Episcopal Board of Missions has commissioned Rev. John W. Chapman to establish a school at some suitable village in the Yukon Valley. Mr. Chapman is now *en route* to that northernmost school in the United States.

BETHEL.

The Moravian party, who were sent in the spring of 1885 from Pennsylvania to establish a school in the valley of the Kuskokwim River, sailed from San Francisco on the 18th of May and reached their destination on the 13th of July. The materials for their dwelling were not all received until about the 12th of August.

A small frame building, 12 by 14 feet, was begun, and so far completed that they were able to move into it on the 10th of October, at which time the arctic winter of that region had set in with its usual severity. On December 29 the thermometer registered 50.6 degrees below zero. This was the coldest of the season. In January the thermometer registered 40 degrees above zero. Failing to secure a school-room, they were unable to hold regular sessions of school. However, they were visited by hundreds of Eskimo, who remained with them a longer or a shorter time, according to circumstances. These received, as far as possible, special instructions, the living-room of the house being used as a school-room.

During the summer of 1886 a school-house was erected, and regular instruction is being given.

NUSHAGAK.

In the spring of 1886 Mr. Frank E. Wolf was sent to Behring Sea to erect a school-house and residence at Nushagak. He reached there August 21, erected and enclosed a frame building, 24 by 38 feet, with an addition of 12 feet, and returned to Pennsylvania for the winter.

Last month (April, 1887) Mr. and Mrs. Wolf and two children and Miss Mary Huber left for Nushagak to open the school.

KLAWACK.

About midway between the north and south ends of Prince of Wales Island, on the west coast, is an important fishery at Klawack. The fishery and a saw-mill connected with it have drawn around them a large native population. For several years past their leading men have asked for a school. This place was supplied with a school last fall, and Prof. L. W. Currie, of North Carolina, who has had many years' experience in teaching among Indians, was placed in charge. The progress of the school has been greatly retarded by the want of a suitable and comfortable school-room. Last fall, when it became time to open the school, the teacher at Haines announced her resignation, and it was January before I was able to secure another teacher. At that time Mr. Salmon Ripinsky, who taught last year at Unalaska, was appointed teacher.

The schools at Juneau, Hoonah, Killisnoo, Sitka, Wrangell, and Jackson were continued under the former teachers, and have been doing a good work. They all lack suitable school buildings.

In September last Prof. Asa Saxman, an experienced teacher from Pennsylvania, was sent to Loring. At this point a fishery had been established, and it was hoped that the opening industry would at once attract and concentrate at that point the scattered natives of Southeastern Alaska. This expectation not being realized, Professor Saxman was removed in November to Port Tongass.

In December last, in company with Mr. Louis Paul, a native missionary, he took a canoe and started out to find a better location for the school. Failing to return in due time, two search parties were sent out, who found the canoe wrecked. No trace was found of the bodies. In the drowning of Professor Saxman the schools in Alaska lost one of their ablest teachers.

The following statistics for the school year 1886-'87 are compiled from the monthly reports of the schools as far as they have been received:

	Septem-ber.		Octo-ber.		Novem-ber.		Decem-ber.		Janu-ary.		Febru-ary.		March.		April.		May.		June.	
	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.
Sitka, No. 1..	42	37	55	51	53	49	52	46	48	44	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sitka, No. 2..	42	28	43	23	70	27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Killsnoo	53	18	46	16	47	21	47	21	35	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Juneau	22	16	26	14	36	13	45	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hoonah	14	9	29	17	112	45	133	70	133	49	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wrangell	80	45	89	54	87	51	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Klawack .....	.....	.....	.....	.....	124	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Jackson	62	19	67	25	74	47	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Haines .....	.....	.....	.....	.....	.....	.....	.....	.....	33	35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Afognak .....	.....	.....	30	18	32	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kodiak .....	.....	.....	32	18	30	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Unga .....	.....	.....	24	20	24	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

As near as I can gather from the reports now in and my knowledge of the schools from which reports are not yet received, there are at least 1,250 children in the Alaska schools.

The great need of the schools is suitable school-houses. These will require a larger appropriation. Fifty thousand dollars for education in Alaska is the smallest amount that should be asked of Congress for the year 1887-'88.

Thanking you for the interest you have taken in the work, I remain, with great respect,

Yours truly,

SHELDON JACKSON,
General Agent.

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